

2022-2023



UNIVERSITY OF TORONTO
FACULTY OF DENTISTRY

Academic Calendar

Faculty of Dentistry Academic Calendar 2022-2023

Table of Contents

Important Notices	2
Overview of the Faculty.....	5
Sessional Dates.....	18
Doctor of Dental Surgery Program	20
International Dentist Advanced Placement Program	66
Graduate Degree Programs	76
Student Affairs and Student Services.....	170
Awards, Financial Assistance and Fees	175
Annual Fees 2022-23	201
Academic Rules and Regulations	205

Important Notices

Changes in Programs of Study and/or Courses

Ontario's response to the COVID-19 pandemic continues to evolve. Changes will likely occur as the province and its municipalities adjust to new data about the virus. In these circumstances, please be advised that the manner of delivery of courses, co-curricular opportunities, programs and services are subject to change, in accordance with University policies. The University thanks its students, faculty, and staff for their flexibility during these challenging times as we work together to maintain the standards of excellence that are the hallmark of the University.

The programs of study that our calendar lists and describes are available for the year(s) to which the calendar applies, and thus, may not necessarily be available in other years. If the University or the Faculty must change or withdraw the content of programs of study, all reasonable advance notice and alternative instruction will be provided. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through the Faculty, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

Calendar Statement Regarding In-Person Learning

The University of Toronto delivers academic courses and programs through an in-person learning environment. All students should therefore plan to attend on-campus activities in-person in order to successfully complete their program/degree unless: (i) students have been approved by the University to participate in off-campus activities (such as study abroad or work terms), or (ii) the calendar entry for a program/degree explicitly states that no in-person activities are required.

While the University strives to maintain an in-person learning environment, the University reserves the right to alter the manner in which it delivers its courses and co-curricular opportunities in response to health and safety emergencies and public health guidance.

Enrolment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck, and the number of qualified students exceeds the instructional resources that we can reasonably make available, while at the same time maintaining the quality of instruction. In such cases, we must

reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Course Auditing

The Faculty of Dentistry has strict policies to ensure everyone's health and safety on campus, as such, course, lab, and clinical auditing is not permissible at the Undergraduate level.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Person I.D. (Student Number)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the [Student Academic Records: Guidelines Concerning Access to Official Student Academic Records](#), strictly controls access to Person I.D. numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D.'s.

Fees and Other Charges

The University reserves the right to alter the fees and other charges described in the calendar.

Freedom of Information and Privacy Act

The University of Toronto respects your privacy.

The University of Toronto has established the FIPP Office to handle matters related to the [Freedom of Information and Protection of Privacy Act](#), which supports access to University records and protection of privacy.

Information is collected for the purpose of administering admissions, registration, academic programs, University- related student activities, activities of student societies, safety, financial assistance and awards, graduation and University advancement, and reporting to government.

In addition, the Ministry of Colleges and Universities has asked that we notify you of the following: The University of Toronto is required to disclose personal information such as Ontario Education Numbers, student characteristics and educational outcomes to the Minister of Colleges and Universities under [s. 15 of the Ministry of Training, Colleges and Universities Act, Chapter M.19](#), as amended. The Ministry collects this data for purposes such as planning, allocating and administering public funding to colleges, universities and other post-secondary educational and training institutions and to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf

of the Ministry for purposes that relate to post- secondary education and training. Further information on how the Minister of Colleges and Universities uses this personal information is available on the [Ministry's website](#).

At all times, information will be protected in accordance with the [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#). If you have questions, please refer to the University's FIPP [website](#) or contact the University's FIPP Coordinator at McMurrich Building, room 104, 12 Queen's Park Crescent West, Toronto, ON, M5S 1A8.

Overview of the Faculty

History

The Faculty of Dentistry at the University of Toronto was founded as the School of Dentistry by the Royal College of Dental Surgeons of Ontario in 1875. Seven years earlier, in 1868, the College had been given the dual responsibilities of licensing and dental education when the Province of Ontario, in one of its first legislative actions, passed the "Act Respecting Dentistry."

The School began its affiliation with the University of Toronto in 1888, when it established the degree of Doctor of Dental Surgery (DDS). It was not until 1925, however, that the Royal College of Dental Surgeons formally relinquished its teaching function to permit the School to become a Faculty at the University of Toronto. At that time, the College agreed that the University should conduct all examinations and forward to the College annually the list of those candidates for Ontario licensure who had met the conditions prescribed for the degree of Doctor of Dental Surgery.

The Faculty is now the largest dental school in Canada. It graduates approximately 120 qualified dentists each year. It also educates specialists in Dental Anaesthesia, Dental Public Health, Endodontics, Oral and Maxillofacial Surgery, Oral Pathology and Oral Medicine, Oral and Maxillofacial Radiology, Orthodontics, Pediatric Dentistry, Periodontology and Prosthodontics, and provides future teachers of dentistry to universities across Canada through its MSc and PhD programs.

The training of dental auxiliaries was for many years an important aspect of the Faculty's activities. A program in Dental Nursing existed from the 1920s until 1960, and a diploma in Dental Hygiene was awarded from 1952 until 1977, when it was then transferred over to the community colleges. Beginning in 1976-77 the Faculty offered a special degree program, the BScD (Dental Hygiene), for a limited number of dental hygienists who wished to prepare themselves for academic positions or administrative responsibilities in the community colleges. This program was suspended in 2003.

In addition to its teaching function, the Faculty of Dentistry has a major commitment to dental research. The Faculty has a long tradition of research and is now not only the foremost dental research centre in Canada but also has established a well-earned international reputation.

Areas of research strength and future growth in the Faculty include multidisciplinary approaches in the fields of biomaterials, connective and mineralized tissue biology, dental public health, education research, microbiology, oral pathology and cancer, pain and neuroscience, and wound healing. A number of DDS students have the opportunity to be involved in research through summer programming.

Dentistry Library

U of T's Dentistry Library is the only dedicated academic dentistry library in Canada. It is part of University of Toronto Libraries, which is the largest academic library system in Canada and is one of the top 10 academic library systems in North America (Association of Research Libraries rankings). The Library is formally known as The Dentistry Library of the University of Toronto and the Harry R. Abbott Memorial Library. The Harry R. Abbott Memorial Library was established in 1925 as the result of a bequest in memory of an Alumni, the late Dr. Harry R. Abbott. The Library is staffed by two librarians, one library technician and several part-time student employees.

The Library is located on the second floor of the Faculty of Dentistry building, occupying 700 square metres. It has one Group Study Room with multimedia screen, two large Reading Rooms with 60 study carrels, 58 multi-user table seating, and 19 lounge seating. There are two computer labs consisting of 15 networked PCs and 2 multifunctional machines with print/photocopy/scan capabilities. One lab has a projector for instruction sessions related to library research or software training.

The Library's [website](#) provides a gateway to all the library collections and services including links to e-journals and a list of recent acquisitions. Our acquisition process ensures that we hold all university-level dentistry books from major publishers as well as many other important oral health sciences books and selected association publications. Collections are purchased in all formats to meet the varying of preferences and styles of current students and faculty. The library offers a wide range of electronic resources. In addition to e-journals and e-books, the library subscribes to all the major databases for academic research including Ovid Medline, Scopus, Cochrane Library, ProQuest Dissertations and Theses, and Web of Science, etc. All U of T dentistry students, faculty, and staff have access to electronic resources both on and off campus. For print materials, the most recent and more popular dentistry related print collections are located in the Dentistry Library, with additional resources housed in the Gerstein Science Information Centre and UTL at Downsview (remote storage). University of Toronto students and staff members can check out print materials from the library. Borrowing privileges are extended under certain conditions to graduates of the Faculty and other extramural readers. Materials not available through the UofT Libraries can be requested free of charge through our Interlibrary Loan (ILL) service – RACER.

Degrees and Certificates Offered by the Faculty

The degree offered by the Faculty is:

Doctor of Dental Surgery –DDS

Graduate degrees offered through the School of Graduate Studies are:

Doctor of Philosophy – PhD

Master of Science – MSc

Both the PhD* and MSc degree programs offer:

- 1) Research training – offered to graduates of any program who have an interest in dental research
- 2) Research training combined with dental specialty training – limited to graduates with a DDS or equivalent degree

*The PhD program that offers research training only, may be full-time or flexible-time.

Dental graduates enrolled in 2) will be eligible for Specialty Fellowship or Board Certification in the following programs:

Dental Anaesthesia
Dental Public Health
Endodontics
Oral and Maxillofacial Surgery
Oral Pathology and Oral Medicine
Oral and Maxillofacial Radiology
Orthodontics and Dentofacial Orthopedics
Pediatric Dentistry
Periodontology
Prosthodontics

Detailed information concerning all the specialty programs is to be found in this Calendar in the **Graduate Programs** section.

Continuing Dental Education

A number of shorter intensive courses of instruction for dental graduates are provided each academic session to update knowledge of particular fields of dentistry, and to familiarize graduates with newer methods and procedures in various clinical areas. Further information can be found on the Faculty's Continuing Dental Education [website](#).

Faculty Governance and Administration

Faculty of Dentistry policies are established by our Faculty Council following prior consideration by one or more of the appropriate standing committees at the Faculty.

Representatives from the undergraduate and graduate students serve as members of Council, along with academic staff members, representatives of the part-time Instructors in the Faculty of Dentistry, representatives of the Royal College of Dental Surgeons, and representatives of the administrative staff.

In addition to Faculty Council, students are represented on the majority of the Faculty's standing committees.

The administration of the Faculty is the responsibility of the Dean, assisted by the Vice Dean, Education; Vice Dean, Research; Associate Dean, Undergraduate Education; Associate Dean, Graduate Education; Director of Clinical Affairs; and Assistant Dean, Administration and Chief Administrative Officer.

Officers of the University 2022-2023

A list of officials of the University of Toronto can be found on the [Governing Council website](#).

Officers of the Faculty of Dentistry 2022-2023

Interim Dean

Laura Tam

Vice Dean, Education

Jim Yuan Lai

Interim Vice Dean, Research

Morris Manolson

Interim Associate Dean, Undergraduate Education

Anuradha Prakki

Associate Dean, Graduate Education

Ernest Lam

Assistant Dean, Administration and Chief Administrative Officer

Mary Choi

Director of Clinical Affairs

James Posluns

Director of Continuing Dental Education

Christopher Swayze

Director of Advancement

Selina Esteves

Director of Student Life

Richard Rayman

Faculty Registrar and Faculty Secretary

Samantha Freeman-Attwood

Faculty Librarian

Helen He

Endowed Chairs 2022-2023

Dempster, L., Kamienski Professorship in Dental Education

Finer, Y., George Zarb/Nobel Biocare Chair in Prosthodontics

Tam, L., Arthur Zwingenberger Decanal

Lam, E., Dr. Lloyd and Mrs. Kay Chapman Chair in Clinical Sciences

Faculty Members 2022-2023

Emeritus

Dean Emeritus

Mock, D.

Professors Emeriti

Anderson, D.L.
Anderson, J.D.
Bennick, A.
Davey, K.W.
Ellen, R.P.
El Mowafy, O.
Fenton, A.H.
Friedman, S.
Freeman, E.
Heersche, J.N.M.
Leake, J.L.
Lewis, D.W.
Liebgott, B.
Limeback, H.
Main, J.H.P.
Mayhall, J.T.
McComb, D.
Melcher, A.H.
Pharoah, M.
Pilliar, R.M.
Ross, R.B.
Sandham, H.J.
Seltzer, Z.
Sigal, M.
Speck, J.E.
Symington, J.M.
Titley, K.
Torneck, C.D.
Turnbull, R.S.
Watson, P.A.
Zarb, G.A.

Associate Professors Emeriti

Altuna, G.
Birek, P.
Dao, T.
El Badrawy, W.
Kilmartin, C.
McComb, R.J.
Tompson, B.

Wilson, W.

Full-time:

Professors

Azarpazhooh, A.
Bradley, G.
Cvitkovitch, D.
Davies, J.
Dempster, L.
Deporter, D.
Finer, Y.
Ganss, B.
Glogauer, M.
Haas, D.
Kishen, A.
Lam, E.
Lévesque, C.
Manolson, M.
McCulloch, C.
Santerre, J.P.
Simmons, C.
Sone, E.
Suri, S.
Tam, L.
Tenenbaum, H.

Professors, Teaching Stream

Lai, J.Y.

Associate Professors

Avivi-Arber, L.
Basrani, B.
Bozec, L.
Cioffi, I.
Gong, S-G.
Kulkarni, G.
Lawrence, H.
Magalhaes, M.
Moayedi, M.
Moriarty, T.
Nainar, S.M.H.
Prakki, A.

Associate Professors, Teaching Stream

Somogyi-Ganss, E.

Assistant Professors

Carneiro, K.
Shrestha, A.

Assistant Professors, Teaching Stream

Anderson, G.
Burgess, K.
Caminiti, M.
Chow, S.
Mendes, V.
Posluns, J.
Rayman, R.
Thang, T.
Wong, M.

Part-time:

Professors

Sessle, B.

Associate Professors, Teaching Stream

Daskalogiannakis, I.J.
Goldberg, M.
Leong, I.
Ouanounou, A.

Assistant Professors

Huang, B.
Singhal, S.

Assistant Professors, Teaching Stream

Andrews, P.
Arat, F.E.
Barlow, W.R.
Black, R.
Blanas, N.
Bubola, J.
Cash, M.
Cassim, N.
Cherkas, P.
Chugh, D.
Chvartzaid, D.
Clarke, M.
Cornell, D.
Cuddy, K.
D'Souza, P.
Dosani, F.

Franco Echevarria, M.
Gheorghe, T.
Katsikeris, N.
Lança, J.
Leung, B.
MacMillan, R.
Malkhassian, G.
Meneses, C.
Naderiani, L.
Nargaski, N.
Nkansah, P.
Noh, R.
Oxner, J.
Perschbacher, K.
Perschbacher, S.
Rosenbloom, J.
Sectakof, P.
Sharma-Fung, K.
Shokati, B.
Tenn-Lyn, N.
Watson, E.
Yarascavitch, C.

Status-Only:

Professors, Status Only

Foster, D.; Hinz, B., Jurisica, I.; Kenny, D.J.; Ketabi, M.; Quiñonez, C.; Salter, M.; Seth, A.; Von Bergmann, H.C.

Associate Professors, Status Only

Casas, M.J.; De Souza, G.; Holden, A.; Judd, P.L.; Lee, L.; Perez-Ordenez, B.; Sutherland, S.E.; Von Schroeder, H.; Wood, R.E.

Assistant Professors, Status Only

Baghdady, M.; Barrett, E.J.; Benzian, H; Bosma, R.; Brymer, P.A.; Carmichael, R.; Cooney, P.V.; Cowan, D.; Dagys, A.; Garisto, G; Jenkins, J.; Lam, D.; Maxymiw, W.; Moharir, M.; Peel, S.; Psutka, D.; Ravaghi, V.; Rittenberg, B.; Salam, H.

Adjunct Professors

Albaghdadi, H.; Aslanyan, G.; D'Souza, N.; El Hadary, A.; Gerrow, J.; Li, F-C.; Marchese, N.; Perry, J., Rashid, F.; Sharma, P.; Vujjic, M.

Adjunct Lecturer

Harth, T.

Instructors in Dentistry 2022-2023

~S. Abbaszadeh; G. Aboodi; S. Abuklam; J. Adam; A. Adams; J. Adinata; F. Afonso; M. Aharon; M. Ahmed; K. Aiken; Y. Alali; A. Alamri; ~H. Albaghdadi; S. Alcair; V. Aldana; C. Alexander; J. Al-Humaid; A. Ali; G. Alizadeh; P. Alkumru; ~M. Al Mardini; G. Altuna; ~J. Andrea; S. Andrews; N. Applebaum; E. Aras; L. A. Arboleda ~L. Arenson; K. Arora; Y. Arudchelvan; K. Ashoo; R. Assai; M. Attia; P. Azzopardi; P. Bahrami; A.

Bafail; ~M. Baig; L. Bajcer; A. Baker; N. Baldan; K. Baldota; S. Bambara; G. Barrie; I. Barzilay; M. Bayliss; S. Bazos; V. Behzadian; C. Bellamy; P. Bellingham; H. Berenstein; F. Berger; C. Bernard; D. Bernhard; V. Bertucci; P. Bevilacqua; R. Bhatia; V. Bhide; D. Bikey; S. Bilko; D. Biner; C. Binert-Miller; J. Blackmore; N. Blanas; B. Bohluli; B. Borins; M. Bongard; A. Borenstein; A. Bottner; V. Boyden; J. Bozek; P. Branco; H. Branicky; ~P. Brooks; J. Brown; S. Brown; V. Browne; P. Brymer; J. Bubola; G. Bucciarelli; K. Calzonetti; J. Campbell; E. Cardoso; P. Carnevale; ~M.C. Caro; A. Carvalho; ~M. Cascone; S. Caudry; G. Ceci; ~J. Chadwick; T. Chahal; E. Chan; L. Chan; D. Chandra; S. Chandy; R. Chang; B. Chapnick; L. Chapnick; P. Chapnick; A. Charolia ~D. Chemaly; S. Chemmanam; ~L. Chan; R. Chan; ~A. Chen; Y.-S. Chiu; J. Cho; L. Chohan; Y.-S. Choi; M.-Y. Chou; A. Chung; S. Chung; ~S. Chung; D. Clark; E. Co; A. Coburn; M. Cohen; ~S. Cohen; ~M. Colaiacovo; C. Consky; P. Copp; S. Corber; N. Corcega; T. Costa; P. Countryman; D. Cowan; J. Cruz-Clow; K. Cuddy; R. Cunang; I. Cumandra; M. Daemi; A. Dagys; X. Dai; O. Dalmao; S. Daneshdoost; K. Danielak; K. Dann; M. Darvishan; K. Dave; L. David; ~J.M. Davis; D. Decloux; J. Decoste; M. Deemar; A. DeFilippo; A. DeMarco; R. Del Zotto; A. Delcore; ~C. De Noronha Motta; F. Der; G. Deshpande; S. Dhanji; G. Dimitrijevic; S. Dimitry; E. Dimovski; B. Dirlis; N. DiSanto; D. Douglas; T. D'Onofrio; V. D'Silva; N. D'Souza; S. D'Souza; G. Duviner; S. Dwosh; ~E. Ebrahimi; E. Ebrahimi; D. Eickmeier; H. El-Awour; A. El Hadary; A. El Haddad;; M. El-Rabbany; S. Emam; R. Eng; D. Engelberg; S. Eslambolchi; I. Ezerghales; F. Faizi; F. Faizi; J. Farber; ~D. Farkouh; N. Farsi; A. Fatemi; J. Fava; N. Farsi; R. Fayad; B. Feldman; A. Fenton; E. Fishbein; R. Fisher; J. Fitzgerald; G. Flanagan; M. Florence; J. Foster; A. Foti ; ~R. Fratkin; ~M. Freidman; ~M. Freilich; J. Friedlich; K. Fung; J. Gananam; S. Gangbar; ~J. Garbedian; R. Garcha; E. Garofalo; K. Gavert; E. Geisler; J. Geller; T. Gheorge; A. Ghindea; E. Ghobrial; A. Ghoneim; A. Ghorbani; M. Ghotbi; D. Gibbs; ~M. Gilbert; J. Gillanders; R. Gilles; B. Girard; B. Gitnick; G. Glassman; S. Glazer; H. Goldberg; J. Goldberg; R. Goldberg; S. Goldstein; ~M. Goodman; J. Gordon; P. Goulbourne; D. Greenberg; ~E. Grodecki; H. Grubisa; C. Gruson; A. Guerrero; R. Gutierrez; D. Haas; M. Haas; S. Habib; E. Habsha; ~A. Haddad; S. Hacherian; B. Haj Hamid; N. Hajira; J. Halkiotis; T. Hamdy; D. Hanmer; N. Hanna; V. Hardy; M. Haroun; D. Harris; A. Hassanali; S. Hassanpour; M. Hausmanis; M. Hemsworth; K. Hershenfield; S. Hershenfield; J. Hibberd; L. Hill; R. Hillis; A. Hiltz; ~H. Holmes; S. Honnabovi; M. Huang; S. Huda; D. Humphrey; A. Hunter; T. Imbriglio; K. Ing; P. Ioannidis; L. Iorio; G. Ip; B. Isaac; S. Islam; S. Issa; A. Jack; L. Jacob; M. Jacob; G. Jacobson F. Jaffer; S. Jaffer; C. Jakubowski; T. Jasim; V. Jasim; H. Javidnia; J. Jenkins; D. Jeong; N. Jeyapalan; M. Joseph; N. Joshi; S. Joshi; D. Justa; K. Kaller; D. Kalossikos; H. Kanaan; N. Kang; A. Kaplan; A. Karpova; ~C. Karsli; A. Katchky; A. Katchky; K. Kaura; C. Kay; S. Kay; J. Kellerstein; N. Kemp; ~S. Kemp; J. Kermalli; ~T. Kertesz; ~A. Khadivi; V. Khadivi; S. Kherani; S. Khojasteh; S. Khoshnevis; F. Kienle; J. Kierce; C. Kilmartin; B. Kim; J. Kim; M. Kim; N. Kim; P. Kimos; ~H. Kleib; S.P. Klimitz; J. Knoll; I. Kods; D. Kojic; T. Kokosis; M. Kolivaris; R. Kreher; R. Krishan; A. Kulkarni; L. Laing; C. Laliberte; ~J. Lam; K. Lamptey; B. Lands; G. Lanzberg ~M. Lashuk; R. Lawson; M. Layug; P. Le; I. Leb-Neinstein; D. Lebowitz; N. Ledderhof; K. Lederman; D. Lee; D. Lee; E. Lee; ~K. Lee; K. Lee; S. Lee; R. Leung; H. Levant; D. Levin; R. Lewis; P. Lichtblau; B. Liebgott; B. Lin; ~D. Lin; M. Lin; S. Linardi; E. Lissia; ~R. Listrom; E. Lo; L. Lo; O. Lo; R. Lo J. Lok; T. Lou; C. Luk; ~J. Macdonald; A. MacDowell; E. Macsween; J. Madras; M. Maggisano; A. Mair; D. Makar; J. Malowany; J. Maltz; J. Manchanda; Z. Manji; J. Mantzoris; M. Marashdeh; ~N. Marchese; R. Marcus; S. Markic; S. Markovik; C. Martine; E. Martins; R. Martins; I. Martino; E. Martins; R. Martins; ~S. Masse; A. Massoud; R. Matsui; ~W. Maxymiw; G. Mayer; M. Mazariegos; A. McDow; ~T. Meisami; C. Meneses; ~J. Metcalfe; V. Milich; M. Milligan; F. Mirmohammadali; L. Missulawin; S. Mitri; ~V. Mittal; P. Model; M. Mohsen; Z. Mojdami; M. Mokhtari; A. Moncarz; V. Moncarz; L. N. Montero; I. Montes Hussey; F. Montis;

~A. Moosani; R. Motakef; A. Mousavifar; H. Munroe; S. Murray; B. Nadeau; K. Nagai; H. Nagani; A. Najafi; Z. Najirad;; P. Nasirzadeh; ~S. Naslenas; N. Naurato; K. Navratil; S. Newman; E. Nezon; C. Ng; T. Nguyen; V. Nguyen; D. Nilforoushan; ~I. Nish; D. Nixon; ~J. Noble; J. Ong; C. Oprescu-Havriliuc; G. Organ; J. Oxner; E. Paomees; M. Park; P. Patel; S. Patel; S. Patodia; M. Patrician; ~M. Pavone; D. Paz; G. Pearson; M. Pellos; J. Perlus; A. Persadmehr; N. Pershad; T. Phaneuf; M. Pharoah; ~J.H. Phillips; P. Piccininni; B. Piplani; A. Plaitis; C. Pop; B. Price; J. Prince; K. Priya; ~D. Pstuka; ~W. Pulver; M. Pus; B. Pynn; E. Raimondo; ~L. Raley; M. Ramaswamy; R. Rashed; P. Rashnoo; A. Razek; ~E. Reinish; S. Richmond; J. Rifkind; B. Rittenberg; M. Rizk; A. Romain; H. Rosenberg; D. Rosenthal; M. Roshdy; M. Ross; L. Sadeghinejad; M. Safa; H. Sakarya; F. Salehipour; A. Salsberg; P. Sampaio de Araujo; N. Sanci; S. Sanei; G. Sas; K. Schafer; T. Schipper; L. Schuldt; ~R. Schlosser;; E. Schwartz; M. Schwartz; L. Schwartzben; J. Seetner; ~D. Segal; P. Sekatof; S. Sekhon; E. Selnes; B. Sener; K. Serota; A. Seth; ~N. Shapera; R. Sharif; B. Sharma; K. Shaw; M. Shelegey; E. Shem-Tov; J. Shieh; J. Shim; W. Shim; S. Shnier; A. Shojaei; ~P. Sikorski; M. Silverberg; S. Silverman; R. Simon; F. Simone; G. Siu; H. Smith; A. So; A. Soetikno O. Soliman; G. Solomon; ~P. Son; A. Sonza; G. Soo-Chan; M. Sood; T. Sosath; G. Srebrolow; A. Staibano; K. Stallaert; B. Stanley; V.F. Stavro; C. Steele; H. Steiman; ~K. Stevens; V. Stoeva; A. J. Stokl; S. Strauss; P. Stulginski; V. Sugarman; M. Sultan; ~S. Sutherland; ~I. Suwwan; D. Swift; S. Syed; O. Symington; K. Szainwald; ~P. Ta; E. A. Taherian; J. Tai; K.Tait; A. Tan; M. Tang; M. Taskov; A. Tavakoli; J. Tawil; E. Tehrani; W. Teo; R. Termei; H. Thang; H. Tile; M. Tirgari; K. Titley; L. Tobis; J.L. Tomkins; B. Tompson; S. Toong; J. Train; C. Tremblay; A. Tsui; K. Tujar; W. Turner; O. Usman; G. Vahabi; S. Vallipuram; Y. Vandersluis; V. Varathan; A. Varghese; N. Varguise; R. Varshney; M. Varshosaz; S. Vasilakos; V. Vassandracomara; R. Vasudeva; ~B. VendiDr. ttelli; M. Venditti; E. Venerus; J. Versloot; L. Vertullo; L. Vieira; E. Vlassova; J. Voudouris; T. Voutsas; S. Waese; R. Walker; C. Ward; B. Waters; L. Waschuk; ~E. Watson; B. Waxman; S. Weinberg; M. Weinstein; ~E. Weitzner; F. Weizenberg; L. West; G. Westman; J. Wiles; P. Williams; D. Wolle; K. Wolch; ~Y. Woloszczuk; A. Wong; E. Wong; G. Wong; I. Xu; M. Yakub; L. Yang; L. Yanover; R. Yarascavitch; S. Yeh; S. Yeh; H Yip; ~W. Yili; A. Yu; E. Yuen; M. Zaitoon; M. Zanjir; M. Zakeri; Q.H.M.S. Zaman; M. Zanjir; J. Zarb; S. Zarrabian; A. Zerehgar; ~K. Zettle; M. Ziedenberg; S. Zienchuk; N. Zinman; V. Zogala; P. Zung; ~K. Zweig
~Status only

Affiliated Teaching Hospitals

[Baycrest Health Sciences](#)
[Centre for Addiction and Mental Health](#)
[Holland Bloorview Kids Rehabilitation Hospital](#)
[Hospital for Sick Children](#)
[Sinai Health System](#)
[St. Michael's Hospital](#)
[Sunnybrook Health Sciences Centre](#)
[University Health Network](#)

Bruce Hord Master Teacher Awards

1985-86
Dr. B. Leibgott

Dr. M. Gelfand

1986-87

Dr. D.G. Woodside

Dr. L. Koutsaris

1987-88

Dr. J. Krupanszky

1988-89

Dr. E.R. Young

Dr. S. Golden

1989-90

Dr. A. Metaxas

Dr. N. Katsikeris

1990-91

Dr. D. Haas

1991-92

Not awarded

1992-93

Dr. G.A. Zarb

Ms. D. Hennyey

1993-94

Not awarded

1994-95

Dr. P. Birek

Dr. R. Sutherland

1995-96

Not awarded

1996-97

Dr. J. Brown

1997-99

Not awarded

1999-00

Dr. D. Haas

Dr. A. Dale

2000-01

Dr. R. S. Turnbull

Dr. I. Barzilay

2001-02

Dr. G. Yared
Ms. L. McKay

2002-03
Dr. D. Locker
Dr. A. Mazzulli

2003-04
Dr. M. Pharoah
Dr. L. Chapnick

2004-05
Dr. L. Tam
Dr. T. Dinh

2005-06
Dr. C. Kilmartin
Dr. J.L. Tomkins

2006-07
Dr. K. Titley
Ms. D. Hennyey

2007-08
Dr. M. Sigal
Dr. J. Rukavina

2008-11
Not awarded

2011-12
Dr. C. Quiñonez
Dr. S. Bazos
Dr. W. Wilson

2012-13
Dr. A. Prakki
Dr. G. Anderson

2013-14
Dr. A. Azarpazhooh
Dr. J. Rosenbloom

2014-15
Dr. R. Diwan
Dr. A. Ouanounou

2015-16
Dr. R. M. Jones
Dr. G. Malkhassian

2016-17

Dr. V. Mendes

Dr. P. Model

2017-18

Dr. G. Anderson

Dr. A. Stokl

2018-19

Dr. M. Caminiti

Dr. P. Brymer

2019-20

Dr. B. Leung

Dr. A. Stokl

2020-21

Dr. G. DeSouza

Dr. R. Hillis

2021-2022

Dr. D. Chugh

Dr. R. Termei

Sessional Dates

Disclaimer: Ontario's response to the COVID-19 pandemic continues to evolve. Changes will likely occur as the province and its municipalities adjust to new data about the virus. In these circumstances, please be advised that the manner of sessional dates, study days and Winter Reading Week are subject to change, in accordance with University policies. The University thanks its students, faculty, and staff for their flexibility during these challenging times as we work together to maintain the standards of excellence that are the hallmark of the University.

2022

August 29 to September 2	DDS I Orientation Week
August 29 to September 2	DDS III Mandatory Clinical Orientation
September 5	LABOUR DAY (University closed)
September 6	University opens – Fall Term
September 6	Registration for DDS I – IV
September 6	Classes and clinics begin for DDS I - IV
September 9	Last day to petition for exemptions – DDS transfer students
October 7	Fall Study Day (DDS I – IV classes/clinics cancelled)
October 10	THANKSGIVING DAY (University closed)

December 12	Classes end for DDS I – IV and clinics close for DDS III (14 weeks)
December 13 to December 16	Mid-Year Final Examination period for DDS I – III
December 16	Clinics close for DDS IV
December 21 to December 30	WINTER HOLIDAYS (University closed)

2023

January 2	University reopens – Winter Term
January 2	Graduate Clinics open and Graduate classes begin
January 4 to January 5	IDAPP Registration and Orientation
January 9	Classes and clinics begin for DDS I – IV and IDAPP
January 13 to January 14	Canadian Dental Student Conference
February 13	Last day to withdraw without academic penalty for DDS I – IV
February 14	Research Day (all p.m. classes and clinics cancelled in all programs beginning at 12:00 p.m.)
February 20	FAMILY DAY (University closed)
February 21 to February 24	Reading Week (no classes, labs or clinics for DDS I – III)
February 27 to March 3	Tentative Study Days for NDEB Exams (DDS IV) – to be confirmed
March 6 to March 8	Interprofessional Pain Curriculum (DDS III)
March 22 to April 13	Oral Examination Period for DDS IV
April 6	Last day of classes for DDS III and DDS IV (12 weeks)
April 6	Clinics close for DDS III (12 weeks)
April 7	GOOD FRIDAY (University closed)
April 10 to May 5	Study Period/Final Examination Period for DDS III
April 14	CCP clinics close for DDS IV (13 weeks)
April 17	Open CCP clinic sessions begin for DDS IV (3 weeks)
April 28	Last day of classes for DDS I (15 weeks)
April 28	Ancillary clinic rotations close for DDS IV
May 1 to May 12	Study Period/Final Examination Period for DDS I
May 8	Spring Clinical session begins for DDS III
May 22	VICTORIA DAY (University closed)
June 2	Last day classes for DDS II (20 weeks)
June 9	Education Day for Faculty
June 5 to June 23	Study Period/Final Examination Period for DDS II
June 29	Last day for IDAPP (25 weeks)
June 30	PRESIDENTIAL DAY (University closed)
July 3	CANADA DAY (University closed)
July 4 to July 21	Supplemental Examinations – DDS I – IV, IDAPP
July 21	Spring Clinical session ends for DDS III (11 weeks)
August 7	CIVIC HOLIDAY (University closed)

A list of relevant dates for the 2022-23 academic year are outlined on the University's [Office of the Vice Provost, Students website.](#)

Doctor of Dental Surgery Program

Note: The regulations in the **Academic Rules and Regulations** section of this Calendar apply to students in the D.D.S. program.

Admission Information

The degree of Doctor of Dental Surgery is the degree to which a candidate is admitted upon the completion of undergraduate education in Dentistry. It is recognized by dental licensing boards as evidence of graduation, although it does not of itself confer the right to practice Dentistry (See section on Certificate of Registration for Dental Practice in this Calendar.) Dental education is designed to unify the basic and clinical sciences, as it is believed that scientific and professional development cannot be sharply differentiated, but should proceed concurrently throughout the dental program.

Admission Requirements

To be eligible for admission into the dentistry program applicants must:

- Have completed three years of university education (i.e. at least 15 full year courses or equivalent) by May 31, 2023.
- Complete the following five prerequisite courses by May 31, 2023:
 - a) One full course (or two half courses) in general biochemistry. This course should cover protein chemistry and the chemistry of other biomolecules, cellular metabolism and molecular biology.
 - b) One full course (or two half courses) in general mammalian (human or animal) physiology. This course should cover the following systems: musculoskeletal system; haemostasis mechanisms; haematopoietic system; nervous system; immune system; cardiovascular system; renal physiology; neurophysiology; endocrinology and gastrointestinal physiology.
 - c) Two additional full courses (or four half year courses) in Life Sciences, (For example - anatomy, biochemistry, biology, botany, genetics, immunology, microbiology, molecular genetics/biology, neuroscience, nutritional sciences, pharmacology, toxicology, physiology, zoology.)
 - d) One full course (or two half courses) in a Humanities or Social Science (For example - Humanities: anthropology, art history, classics, East Asian studies, English, history, languages, music, Near and Middle Eastern studies, philosophy. Social Sciences: anthropology, economics, geography, management, political science, religious studies, sociology.)
- Achieve a minimum overall grade point average of 3.0 (4.0 scale) for all university work. A grade point average of 3.0 (4.0 scale) at the time of application does not, however guarantee selection. It should be noted that in the last several years, the minimum GPA for those interviewed was 3.85* (4.0 scale).

*Note that courses taken in the academic year, during the proposed year of entry will not be included in the calculation of the applicant's cumulative GPA. Any offer of admission, however, will be contingent upon the successful applicant maintaining an annual GPA of at least 3.0 (4.0 scale) for the current academic year.

*The worst academic year will be dropped from the calculation of an applicant's undergraduate cumulative grade point average provided that (a) the applicant has completed four or more years of university education by May 31st of the proposed year of entry, and (b) the year with the lowest grades is not the applicant's most recently completed year of study.

- Applicants who are currently completing a graduate program must complete all the requirements of their graduate program including thesis defense by June 30th in their respective application year.
- Complete the online assessment test CASPer, to assist with our selection process. Successful completion of CASPer is mandatory in order to maintain admission eligibility.

CASPer is an online test, which, assesses for non-cognitive skills and interpersonal characteristics that we believe are important for successful students and graduates of our program, and will complement the other tools that we use for applicant screening. In implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process.

In order to take CASPer, you will be responsible for securing access to a computer with audio capabilities, a webcam, and a reliable internet connection on your selected test date. CASPer can be taken practically anywhere that you can satisfy the aforementioned requirements. No exceptions will be provided for applicants unable to take CASPer online due to being located at sites where internet is not dependable due to technical or political factors.

Please go to www.takeCASPer.com to sign up for the **Canadian Professional Health Sciences test (CSP10201)** and reserve a test using one piece of government-issued photo ID. You will be provided with a limited number of testing dates and times. Please note that these are the only testing dates available for your CASPer test. There will be no additional tests scheduled. Please use an email address that you check regularly; there may be updates to the test schedule. The tests for the 2023 admission cycle will be open for registration July 2022.

Please direct any inquiries on the test to support@takecasper.com. Alternatively, you may use the chat bubble in the bottom right-hand corner of your screen on the takecasper.com website.

The CASPer test is comprised of 12 sections of video and written scenarios. Following each scenario, you will be required to answer a set of probing questions under a time contract. The test typically takes between 75-90 minutes to complete. Each response is graded by a different rater, giving a very robust and reliable view of personal and professional characteristics important to our program. No studying is required for CASPer, although you may want to familiarize yourself with the test structure at takeCASPer.com, and ensure you have a quiet environment to take the test.

CASPer test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.

- Write either the Canadian or American Dental Aptitude Test (DAT) and arrange for the test results to be forwarded to the Admissions Office. The Academic Average (AA) and Perceptual Ability Test (PAT) scores are part of the admission process. We do not require applicants to complete the Manual Dexterity (MDT) section of the DAT exam. The DAT must have been taken within the last 24 months at the time of submission of your application. For applicants who have written the DAT exam more than once we will use the highest set of DAT scores. To register for the DAT contact:

The Dental Aptitude Test Program
Canadian Dental Association
1815 Alta Vista Drive
Ottawa, ON K1G 3Y6
Telephone: (613) 523-1770
Email: dat@cda-adc.ca
Web site: www.cda-adc.ca

Dental Admission Testing Program
American Dental Association
211 East Chicago Avenue, Suite 600
Chicago, IL 60611, USA
Telephone: (800) 232-1694
Email: datexam@ada.org
Web site: <http://www.ada.org/en/education-careers/dental-admission-test>

- As English is the primary language of instruction and communication at the University of Toronto, applicants must demonstrate an adequate level of proficiency in English, regardless of their citizenship status or country of origin. Applicants from universities outside Canada where English is not the primary language of instruction must provide results of an English language proficiency examination as part of their application. Tests must have been taken **within the last 2 years** at the time of submission of their application. Acceptable proof of English facility must be submitted by the application deadline (December 1). Official test scores must be sent by the testing agency directly to the University of Toronto. Our institution code is 0982. The following tests are recognized:

- a) Test of English as a Foreign (TOEFL): The Minimum requirement is TOEFL PBT - total score 600 + 5.0 on TWE and for TOEFL IBT - total score 100 + 22 on Writing.
- b) Michigan English Language Assessment Battery (MELAB): The minimum requirement is an overall score of 85, with no part below 80.
- c) International English Language Testing System (IELTS) Academic Module: The minimum requirement is an overall band of 6.5, with no band below 6.0.
- d) The Certificate of Proficiency in English (COPE): The minimum requirement is an overall score of 86, with 32 in Writing and 22 in each of the Reading and Listening sections.

- e) Academic Preparation ESL, School of Continuing Studies, University of Toronto: The minimum requirement is a grade of 'B' at the 60/Advanced level.

How To Apply

To apply to the Doctor of Dental Surgery program, you must complete an online application form.

You have two paths for application to the Faculty of Dentistry at the University of Toronto. You may choose to apply through one of the following online application systems:

- UTDAS (University of Toronto Dental Application Service); OR,
- AADSAS (American Dental Education Association (ADEA) Application Service)

In addition to the UTDAS application the following documents must be received by the November 1st application deadline:

- Non-refundable application service fee of \$ 275.00 CDN payable to the University of Toronto. Payment may be made by credit card, or money order. We do not accept personal checks or cash.
- Proof of citizenship (if applicable), i.e. Canadian citizenship or permanent resident status (photocopy only). This document can be mailed directly, faxed to: (416) 979-4944 or sent via e-mail to: admissions@dentistry.utoronto.ca.
- Official transcripts of all previous university and other post-secondary education. * Transcripts must be sent to the Admissions office directly from the issuing institution in a sealed envelope. University of Toronto students applying to the dentistry program do not need to send in their official University of Toronto transcripts. We will download them from ROSI.

*Applicants seeking admission on the basis of official documents that are in a language other than English must submit photocopies of their original documents attached to notarized English translations. In addition, applicants must submit a detailed outline of all courses successfully completed in their university program and arrange for an official transcript to be forwarded directly to the Admissions Office from the institution(s) attended by the application deadline.

- Official DAT score report. Applicants must request original DAT scores to be sent to the Admissions Office directly from the CDA or ADA.
- Official CASPer test results. To be sent directly from CASPer (applicants request documents to be sent directly from CASPer)
- Proof of English facility (if applicable) sent directly by the testing agency to the University of Toronto.
- Personal statement explaining why you want to pursue a dental career. Do not exceed two pages.
- Essay outlining what you consider to be your greatest accomplishment and the reasons you have chosen to highlight it. Do not exceed one page.

International students are eligible to apply to the dentistry program.

Admission documents need to be mailed to the following address:

Admissions Office
Faculty of Dentistry
124 Edward Street, Room 104
Toronto, ON M5G 1G6

Interviews

By early January, each year, shortlisted applicants will be invited for an interview (either in person, or virtually) and a potential tour of the Faculty of Dentistry. Those not invited for interviews will be informed at this time as well. The interviews are held on one weekend in February each year.

Selection and Notification of Applicants

The selection of applicants is made by the Undergraduate Admission Committee that reports directly to the Council of the Faculty of Dentistry. The criteria for selection are established by the Undergraduate Admission Committee and approved by Faculty Council. Final offers for admission to the DDS program will be made to selected members of this group of interviewed applicants and will be based upon academic achievement, DAT scores, CASPer test scores, essays and the results of the interview process. In making its decisions the Committee takes all of this information into consideration. By early March, interviewed applicants will be notified by e-mail of the decision made by the Committee with respect to their application.

The decision of the Faculty of Dentistry concerning admission into the Doctor of Dental Surgery is final. No appeal mechanism exists.

A \$2000.00 (CDN) non-refundable deposit will be required from each applicant granted admission. It will be applied to the fees providing he/she registers.

Indigenous Peoples

The Faculty of Dentistry welcomes applications from Indigenous peoples (First Nations, Métis, and Inuit) in recognition of their under-representation in the profession, and in recognition of the unique contribution that trained members of this group can make. Applications from qualified persons of aboriginal ancestry will receive special consideration for admission.

The Wilson G. Harron Award is available to assist a limited number of Indigenous students with the financial expenses associated with their dental education.

Applicants who have completed more than one undergraduate University Degree

The Faculty of Dentistry will only consider the most recent undergraduate program of study for all applicants who have completed more than one undergraduate university degree. As well, the worst academic year will be dropped from the calculation of an applicant's cumulative grade point average provided that (a) the applicant has completed four or more years of university education by May 31st of the proposed year of entry, and (b) the year with the lowest grades is not the applicant's most recently completed year of study.

Applicants with a Communicable Disease

All Faculty of Dentistry students are expected to be in a state of health such that they may participate in the academic program, including patient care, without posing a risk to themselves or to others. Students with a communicable disease may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others. Such a health or safety hazard, if protracted, may preclude them from participation in clinical work essential to the satisfactory completion of their program of study. The health status of all students shall remain confidential. Registration status for HBV Carriers remains CONDITIONAL until the Expert Panel on Infectious Diseases reviews their case.

Applicants who have failed in previous University Education

Applicants who on two occasions have failed to secure the right to advance to a higher year in their university education and/or who have failed any dental program will normally be refused admission.

Domestic Transfer Requests

Canadian citizens or permanent residents currently enrolled in an accredited Canadian or U.S. Dental School who wish to transfer to the Faculty of Dentistry at the University of Toronto will be considered for admission, SPACE PERMITTING, into second year (not third or fourth year). Applicants must meet all academic and English facility requirements for admission into first year. In addition, dental program equivalency with the D.D.S. program at the University of Toronto must be established. Applicants enrolled in Dental Schools where the curriculum is not sufficiently equivalent to allow for direct entry into second year at the University of Toronto are not eligible for transfer consideration. Requests for transfer must be received by the application deadline of **June 30, 2023**. Documentation must include course descriptions for all dental courses completed by the end of the current academic year. Applicants should be aware that the number of second-year places, if any, varies annually and in most years no spaces are available.

Advising

All incoming students will have the opportunity for advising to discuss student services, financial assistance, enrolment procedures, housing and other concerns. Appointments may be arranged through the Student Services Office. Relevant information surrounding student services is shared with prospective students throughout summer and into their arrival in Fall, and advising appointments are available throughout the application and registration process. Simply email us with your assigned student number to make an appointment with an advisor to get all your questions answered!

Accessibility

Academic accommodations are available to support students registered in Dentistry. For further information, including relevant registration information, please visit the [Accessibility Services Website](#).

Admission Deposit

A \$2000 CDN non-refundable deposit will be required from each applicant granted admission. It will be applied to the fees providing they register.

Regulations Governing the Doctor of Dental Surgery Degree Program

Note: The regulations in the **Academic Rules and Regulations** section of this Calendar apply to students in the Doctor of Dental Surgery Program.

1. Registration

Detailed instructions concerning Registration will be emailed to returning and newly admitted students before the beginning of each academic year.

Prior to Orientation and before the academic year begins, each student must register by following outlined procedures (as detailed by Student Services, this includes paying minimum registration fees on ACORN and providing all relevant immunization documentation to clinic office etc.). Students are reminded that payment of at least the first installment of their fees to the University Fees Department is an essential part of the registration procedure. Any fees owing from a previous year must be paid before a student will be allowed to register.

A student who fails to register at the appointed time will be required to pay a Late Registration fee of \$44, plus \$5, for every additional day. Faculty Council may at its discretion refuse a student permission to register late.

Students who have been registered previously in the Faculty and who have successfully obtained Academic Standing in all courses in the preceding year are expected to register in person the following session without preliminary application, unless they notify the Faculty Registrar to the contrary.

2. Student Cards

Students are issued with a permanent U of T Student Smartcard, which serves for the duration of their studies at the University of Toronto. This T-Card provides student identification for academic purposes, student activities and student services; it also serves as a library card and, by its ability to store cash value, can be used to purchase photocopies, computer printing, snacks and beverages at select locations on U of T campuses. The loss of the Student Card must be reported promptly to the Student Services Office, and the card must be surrendered if a student withdraws from the University or transfers to another Faculty.

3. First Aid Course and CPR

Students registering in 1st year (or IDAPP) are required to obtain certification of satisfactory completion of (a) a Canadian Red Cross Society or St. John Ambulance course in First Aid (or its equivalent) and (b) a CPR Basic Rescuer course before they may register in first year of the D.D.S. program. The CPR course must have been completed within the past two years. All students must present evidence of recertification in the CPR Basic Rescuer course by the last day of classes in 4th year. Certificates verifying completion of such courses must be submitted to the Student Services Office by the last day of classes in

the 4th year of the program. The Faculty of Dentistry does not offer instruction in these courses as part of the D.D.S. program.

4. Courses

Students will take all courses and examinations of the program at the times set by the Faculty and under the direction of the Faculty staff. Credit for courses taken elsewhere will only be given as explained in the section entitled Exemptions.

The courses of the curriculum are divided into two broad categories—didactic and clinical. Didactic includes all lectures and some laboratories and preclinical courses, and will be delivered in a synchronous or asynchronous method of delivery. Synchronous courses denote live attendance, while asynchronous courses can be done at a student’s convenience, suited to their own schedule (while time is allotted in the schedule for both synchronous and asynchronous courses, asynchronous course content will be uploaded the day of the course). Clinical comprises the preclinical laboratory courses of First and Second Years (Restorative Dentistry, Biomaterials, Endodontics, Orthodontics, Pediatric Dentistry and Prosthodontics) and all clinical work in Third and Fourth Years.

All courses involving technical procedures must be completed in the Faculty laboratories under the direction of the staff in accordance with the regulations laid down by the programs concerned.

5. The University of Toronto Interprofessional Education (IPE) Curriculum/Program

Interprofessional Education (IPE) occurs when students from two or more professions learn about, from and each other to enable effective collaboration and improve health outcomes. Dental students interact with ten other health professional programs (medical radiation sciences, medicine, nursing, occupational therapy, pharmacy, physician’s assistants, kinesiology and physical education, physical therapy, social work and speech-language pathology) in mandatory and elective activities focused on the development of specific values and core competencies. The knowledge, skills, behaviours and attitudes developed through the IPE curriculum/program will enable students to provide collaborative patient/client-centered care in an interprofessional context.

The learning activities are:

- 1) Teamwork: Your Future in Healthcare
- 2) Digital Professionalism: Social Media in Healthcare
- 3) Roles of Health Professions
- 4) Conflict in Interprofessional Life
- 5) Case-Based: Pain Curriculum
- 6) IPE Component in a Clinical Placement
- 7) 2 electives of the student’s choice

Completion of all 7 of the activities above is mandatory to graduate from the DDS program.

Dentistry

Successful completion of two elective learning activities is required across the four-year program.

6. Attendance and Absences

The Faculty of Dentistry monitors all absences from the Faculty. The Faculty considers students to be in a "residency" program, similar to what other health professional students have to participate in. Ongoing and timely participation in preclinical and clinical learning, completion of course requirements/assignments and a sufficient period of time for provision of clinical care ("overall experience") are expected, in addition to achievement of competency and completion of all academic requirements. It is expected that all students will be in attendance during the entire academic school year. Attendance at lectures, clinics and laboratories may be considered by program or course directors in the evaluation of a student's performance. **In order to obtain standing in a preclinical or clinical course, a student must have attended a minimum of 95% of the scheduled sessions in each academic year.**

All absences must be reported promptly by **both** of these methods:

- 1) To Absence Declaration tool on ACORN. The tool can be found in the ACORN Profile and Settings menu. You should record each day of your absence as soon as it begins, up until the day before you return to classes or other academic activities. The University will use this information to provide academic accommodation and to monitor overall absences.
- 2) To the Student Services Office by emailing absence@dentistry.utoronto.ca.
- 3) All absences (planned or unplanned) that are **three days or more in length or that result in missed tests/examinations** additionally require a petition (see petition section below). With regard to planned absences, the petition must be submitted as soon as the student is aware that an absence may be necessary. If the petition for planned absence is denied and the student is then absent, 5% per unapproved absence per preclinical/clinical half-day assignment will be deducted from the student's final grade.

All preclinical and clinical absences must normally be made up within the same academic year. The space and times for make-ups are limited. It may not be possible to make up missed sessions when there is a significant absence. It is the student's responsibility to follow up with the Course Director to confirm that the student has made up missed learning and/or assessment in order to ensure successful progression.

Dentistry is a lock-step program. Students follow the same curriculum simultaneously within a demarcated, and limited time period. A basic and progressive development of psychomotor and clinical

skills must have been demonstrated by the student prior to being allowed to take summative assessments. Successful academic, pre-clinical and clinical progression, and student and patient safety cannot be ensured when there is a **significant absence**. A cumulative absence of 1-2 weeks or more may be determined to be a significant absence by the Petitions Committee. The determination of significant absence depends on the duration of absence as well as the year of the program, the time of year of the absence and the course material that is missed during the absence. A Leave is the only viable option for a student with a significant absence to continue in the program.

7. Leaves

Definition: A leave from the DDS Program constitutes an official, temporary withdrawal from studies, and is recorded as WDR on the student's transcript. Students may apply for a leave if a significant absence is to be taken.

Leave requests are considered on a case-by-case basis by the Petitions Committee (see Petition section below). Full disclosure of the reasons for the request are expected within reason and as necessary, and supporting documentation will be required.

Students who are granted a leave are not registered as UofT students for the duration of the leave. Personal leaves will be granted for a maximum of one missed academic year from the DDS program.

Re-entry into the DDS Program following a leave:

Students who are on leave are expected to contact the Registrar at least two months before their intended return to the DDS Program so that preparations for their re-entry can commence. Where applicable, conditions to ensure fitness to return are placed on the student and must be met in advance of the start of the academic year in which they wish to re-enter.

When they re-enter the program, they will be subject to the current fee schedule for the year they are registering.

Students returning from a leave restart at the beginning of the training year in which they left, not at the point in the year that they left. They are subject to the current curriculum, in addition to certain modifications that may be required to reflect any major curricular changes introduced during their absence. Students returning from a leave will be required to participate in supplemental pre-clinical, or clinical skills training as deemed necessary to ensure their academic success and the well-being of patients. To avoid repetition in courses that students have completed satisfactorily, the Petitions Committee will consider retained course credit for completed courses in consultation with the course directors concerned.

8. Petitions

Definition: A petition is a formal request for an exception to a Faculty or University rule, regulation or deadline. The University of Toronto acknowledges that students sometimes encounter unforeseen or uncontrollable circumstances that can severely interfere with their ability to fulfill their academic obligations. Students are expected to make every effort to complete term work and final examinations.

Petitions that arise from a failure to prioritize academic responsibilities or carelessness will not be granted.

The petition form is available at

https://www.dentistry.utoronto.ca/sites/default/files/2017-08/Petition%20-%20August%202017_0.pdf

and must be emailed to the Student Services office ASAP in a timely manner.

Official documentation (such as verification of illness form, copy of death certificate or funeral notice, police accident report) that supports the petition will assist the Faculty in making a decision. The petition submission package must outline the situation, relevant dates, the documentation writer's relationship to the student (e.g. family member, medical doctor) and have the student's signature to indicate that they give the Faculty permission to verify the documentation. Strong documentation typically equals a stronger petition or appeal case. A copy of the verification of illness form can be found at <https://www.dentistry.utoronto.ca/sites/default/files/2018-04/Verification%20of%20Student%20Illness%20%28VOI%29%20-%20March%207%202018%20-%20AODA.pdf>. A verification that indicates the doctor was told of your illness after the fact is typically insufficient.

9. Suspension

A student whose work or conduct is judged by Undergraduate Academic Standing Committee to be unsatisfactory may be suspended for a period not exceeding two years, or may be refused further registration in the Faculty.

10. Private Practice External to the Faculty or Clinics Associated with the Faculty

No student shall, while registered in the Faculty of Dentistry and associated with a program of study or enrolled in a course therein, engage in the practice of dentistry or provide dental treatment (whether or not for financial or other remuneration) except in clinics supervised by the Faculty or with the prior permission of the Faculty.

11. Exemptions

To avoid repetition in courses that students have completed satisfactorily before entering the Faculty, an exemption policy has been developed. When an exemption in a course is granted, the student is not required to attend any part of the course and the student does not receive a grade in the course. Rather, the academic record shows XMP in that course.

Students are permitted multiple exemptions. To be eligible for exemption, the course(s) previously taken (i.e., before first registration in the Faculty) must have been completed (a) with at least a grade of A and (b) within four years of the date of the request for exemption. Partial exemption is not granted in any course.

Requests for exemption from First Year courses will be initiated by students at the time they are admitted and should be sent to the Student Services Office. For courses in higher years, requests should be submitted to the Student Services Office at the time of registration. All requests must be submitted

by the first Friday of the Fall Term. Requests will be reviewed in accordance with the above Faculty guidelines in consultation with the departments concerned. Students will be notified of the results of their requests as soon as possible. Until they are officially notified by the Faculty Registrar, students should attend all the meetings of the course(s) concerned.

12. Standing

In order to obtain final Standing in a course, a student must receive at least a 60% in that course. Final Standing in a course is obtained following final examination/assessments and the satisfactory completion of all preclinical and clinical assignments and attendance requirements.

Students who miss a final examination due to documented illness or other special circumstance, or who fail an examination due to illness or other circumstances during the examination, may petition to (1) receive aegrotat standing* or (2) write the examination during the supplemental examination period**.

*Aegrotat standing is seldom granted and no student may receive aegrotat standing on more than one occasion. Aegrotat standing is never granted in the final year.

**Clinical courses in Third and Fourth Years do not have supplemental privileges, except for the Clinical Comprehensive Care Program oral and written examinations. Students are permitted no more than two supplemental examinations per year in DDS program.

13. Academic Standing

Academic Standing is assessed at the end of the academic year. A student fails to obtain Academic Standing by having failed more than two subjects, by having failed a clinical course, or by having failed one or more supplemental examinations. In the event of failing to obtain Academic Standing, the student will be required to repeat all courses of the failed year that have a preclinical or clinical component regardless of the achievement level, as well as those courses in which the student did not receive a grade of A- or higher, before advancing to the next year or graduation.

Any student who fails to achieve Academic Standing on two occasions shall be refused further registration in the Faculty.

14. Tests and Examinations

Specific courses will utilize digital assessments through the Exemplify software. It is imperative students download Exemplify to gain access to their tests and examinations on the day of assessment. Students will be given advanced notice of which tests and examinations will be using digital examinations.

15. Term Tests

Term tests may be held in any course at the discretion of the instructor or by order of Faculty Council, and the results of such tests will be incorporated with those of the final examinations. The relative weight of tests in each course is published in the "Methods of Course Evaluation" distributed to

students at the beginning of the academic year.

Students who are absent from term tests are required to submit a petition (see Petition section above). The Petitions Committee will inform the student concerning the action that will be taken with respect to the missed term test or extenuating circumstances and the course director will facilitate the terms.

In courses where no final examination is scheduled, or which extend longer than one academic year, the course director concerned may require students who have not performed satisfactorily in their term work, which may include tests, to pass a special examination. This special examination will be considered as a final examination for the purposes of obtaining standing and will carry supplemental privileges.

Test and Mid Term Reviews: If students have questions about their tests or midterms, they may reach out to their course director. However, students must also understand that any paper reviewed by a Course Director may result in an overall grade amendment, and as such, they must accept the fact that any recheck or re-reading may lead to a lowering of the mark, or to a raising of the mark, or no change.

16. Eligibility for Final Examinations/Assessments

A student whose term work in a course is unsatisfactory may be prevented by Undergraduate Academic Standing Committee from writing the final assessment in that course. Similarly, any fourth-year student who fails to meet the minimum clinical core experiences/requirements, and/or fails to demonstrate clinical competency for any clinical discipline, and/or fails to demonstrate the 5 ACFD competencies for a beginning general practitioner may be prevented by Undergraduate Academic Standing Committee from taking the Clinical Comprehensive Care Program Final Oral and/or written examination until the minimum clinical requirements and competencies have been met to a satisfactory standard.

17. Final Examinations/Assessments

All examinations conducted formally under divisional auspices will have a presiding officer for the conduct of the examination and has authority over all invigilators whether virtually or in-person. Students can ascertain which courses require final examinations by consulting the "Methods of Course Evaluation".

In addition to single course examinations (which may be held separately or together with other courses as "composite" examinations, with each course marked separately), the Faculty may also conduct "comprehensive" examinations where a paper is set and marked in a combination of two or more courses and a single grade is given. A comprehensive examination counts as a single course so far as failures are concerned.

Any illegible examination paper will receive a failing grade.

18. Missed Examinations

Any student absent from a final examination for reasons beyond his or her control, may petition for

consideration by the Faculty (see Petition section above). Such a petition must be filed with the Faculty Registrar on or before the last day of the relevant examination period. The Petitions Committee will inform the student concerning the action that will be taken with respect to the missed examination. Only under unusual circumstances will petitions to write examinations outside designated final examination periods be accepted. If such a petition is denied or if a student misses a final and does not petition for consideration within the stated time, the student will be recorded as having failed the course.

19. Supplemental Examinations

Students who fail a course have the option to apply to take a supplemental examination to upgrade their mark to a supplemental pass. The request to take supplemental is considered a privilege. A supplemental examination is defined as a special examination for students who have failed a course, and is graded "Pass" or "Fail". Clinical courses in Third and Fourth Years do not have supplemental privileges, except for the Clinical Comprehensive Care Program oral and written examinations. For any student who fails the supplemental oral examinations for the Fourth Year Comprehensive Care Program (course DEN450Y), a remedial course of instruction for the student will be provided with selected members of the academic staff. The student will be permitted to take another supplemental oral examination when judged to be sufficiently prepared. The remedial course may include a requirement to maintain clinical proficiency, or may be as extensive as failing to achieve academic standing in fourth year and repeating the year in full.

The supplemental exam must be taken during the designated supplemental exam period. Students must take their supplemental evaluations at the appointed place and time or the student will be recorded as having failed the course.

Students are permitted no more than two supplemental examinations per year in DDS (or IDAPP) program.

20. Student Access to Examination Paper

After the issue of final grades and within six months of the final examination period, students may request from the Student Services Office to view a copy of their final examination answer paper(s) for a fee of \$13 per paper. The course director shall either provide a copy of the final examination answer paper or arrange for a supervised viewing appointment of the final examination answer paper. After having viewed the final examination answer paper, students must petition through the Faculty Registrar within six months after the final examination period if they wish to have the paper re-read. A \$36 fee is charged to submit a petition to reread an examination. Only if the revised mark is higher than the original mark as a result of this petition, the \$36 fee will be refunded. Students should note that when an examination is failed, it is re-read before the marks are reported. Instructors shall not subsequently re-read any final examination except on the authority of a petition. Students must also accept the fact that any recheck or re-reading may lead to a lowering of the mark, or to a raising of the mark, or no change.

Recheck of Course Mark

If you think there has been a simple adding error on your exam or in the calculation of all your term work, you can request a recheck of your course mark. A re-check may be requested with or without first viewing

your final examination answer paper.

21. Evaluation

The Faculty of Dentistry adheres to the [University Assessment and Grading Practices Policy](#). The substance of this policy as it relates to the Faculty of Dentistry is outlined in the sections below.

22. Methods of Evaluation

Student performance in any course will normally be assessed by means of more than one evaluation element, and no one element will have inordinate value in the assessment. As per the University's Governing Council, criteria for exemption from this rule may be determine by the division/faculty.

The names of the courses in which Standing must be obtained, the methods by which they will be evaluated and the relative weight of these methods will be made available to students at the beginning of each academic year in the document entitled "Methods of Course Evaluation".

After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of a simple majority of the students enrolled in the course.

23. Preclinical Evaluation

Students must be judged by the discipline to be competent in the preclinical component of the discipline's program before being permitted to proceed to patient care in that program.

24. Clinical Evaluation

Evaluations of the clinical work of students are made by clinical Faculty and instructors. Grades in clinical courses may be partly derived (a) from the day-to-day performance values obtained in each clinical program and (b) from the written assessments of the staff. Overall clinical performance is monitored throughout Third and Fourth Year. If at any point during the year, the clinical work of a Third or Fourth Year student is judged by a course director to be unsatisfactory, that student may be temporarily suspended from treating patients and given remedial preclinical work until he or she has regained the standard of clinical skills necessary for the treatment of patients. Failure to improve performance to a satisfactory level will prevent a student from being promoted to Fourth Year or from graduating. Any fourth-year student who fails to meet the stipulated minimum clinical core experiences/requirements, and/or fails to demonstrate clinical competency for any clinical discipline, and/or fails to demonstrate the 5 ACFD competencies for a beginning general practitioner may be prevented by Undergraduate Academic Standing Committee from graduating.

25. Grading

The following grading scale is normally used in the D.D.S. program.

Didactic, Preclinical and Clinical Courses

Percentage	Letter Grade	Grade Point Value	Grade Definition
90-100	A+	4.0	Excellent
85-89	A	4.0	Excellent
80-84	A-	3.7	Excellent
77-79	B+	3.3	Good
73-76	B	3.0	Good
70-72	B-	2.7	Good
67-69	C+	2.3	Adequate
63-66	C	2.0	Adequate
60-62	C-	1.7	Adequate
0-59	F	0.0	Failure
60-100	P	0.0	Pass
0-59	FL	0.0	Failure

Designators and other non-grade symbols, which may be used in reporting course results, are shown below.

F/Supplemental P = Passed supplemental exam.

CR/NCR = Credit, No Credit. CR or NCR is assigned to a few courses. The grades CR and NCR have no numerical equivalence and are not included in the calculation of Session Averages.

XMP = Exempt. XMP is assigned by a divisional committee upon approval of a student's request for exemption. It carries credit for the course but is not considered for averaging purposes.

NGA = No Grade Available. NGA is assigned by the division in the extraordinary case that a grade is not available for one of its students enrolled in a course. It must be replaced by a regular grade assigned by the instructor or by another symbol assigned during the divisional review. It carries no credit for the course and is not considered for averaging purposes.

INC = Incomplete. INC is assigned by the instructor or divisional committee, normally as a final report, where course work is not completed but where there are no grounds for assigning a failing grade. It carries no credit for the course and is not considered for averaging purposes.

WDR = Withdrawn without academic penalty. WDR is assigned by the divisional review committee upon approval of a student's petition for late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

At the end of each term, the grades received for that term can be retrieved by the student from ACORN

(UofT's Student Information system) on the University of Toronto's website.

26. Grade Point Average

The Grade Point Average (GPA) is the weighted sum of the grade points earned (weighted by the credits assigned to each course), divided by the total number of credits for the courses in which grade points were earned. Courses with a grade of CR, NCR, XMP, NGA, INC, WDR, P and FL will not be included in determining the average. The result of a supplemental examination will not be included in determining the GPA but the original failing grade will be. The Sessional GPA is based on the courses taken in a single session while the cumulative GPA takes into account all courses taken for degree credit in the Faculty.

27. Graduating with Honours

Honours standing will be awarded to students with a final cumulative grade point average of 3.7 or greater.

28. Liability of the University

The University will not be responsible for, and the student will indemnify the University and the Faculty against claims for any losses or damages resulting from the provision of dental care or treatment by a student which has not been authorized and supervised by the Faculty.

29. Registration Certificate for Dental Practice

A degree in Dentistry does not, in itself, confer the right to practice dentistry in any part of Canada. To acquire this right a university graduate in dentistry must hold the certificate of the dental regulatory body of the province in which he or she elects to engage in practice. Each provincial regulatory body determines what the matriculation and professional requirements shall be and when registration is to be effected.

In each of the provinces of Canada, the Legislature has enacted laws regulating the practice of dentistry, and in each province the dental act provides for a corporate body, which grants certificates of registration/licenses to practice dentistry within that province.

30. Certificate of Registration to practice in Ontario

A candidate desiring to practice dentistry in Ontario should consult the Registrar, Royal College of Dental Surgeons of Ontario, 6 Crescent Road, Fifth Floor, Toronto, Ontario M4W 1T1 (416) 961-6555.

31. License to practice in other provinces of Canada

A candidate who desires to acquire the right to practice in Canada elsewhere than in the province of Ontario should obtain information regarding the requirements for practice in the province concerned. A list of the officials follows:

Alberta: Registrar, College of Dental Surgeons of Alberta, 8230-105th Street, Suite 101, Edmonton, Alta., T6E 5H9, (780) 432-1012

British Columbia: Registrar, College of Dental Surgeons of British Columbia, 1765 West 8th Avenue, Suite 500, Vancouver, B.C., V6J 5C6, (604) 736-3621

Manitoba: Registrar, Manitoba Dental Association, 698 Corydon Avenue, Suite 103, Winnipeg, Manitoba, R3M 0X9, (204) 988-5300

New Brunswick: Registrar, New Brunswick Dental Society, 520 rue King Street, Carleton Place #820, P. O. Box 488, Station "A", Fredericton, N. B. E3B 4Z9, (506) 452-8575

Newfoundland: Registrar, Newfoundland Dental Board, 6th Floor, The Fortis Building, 139 Water Street, St John's, Nfld., A1C 1B2, (709) 579-2391

Nova Scotia: Registrar, Provincial Dental Board of Nova Scotia, Ste 102, 1559 Brunswick St., Halifax, Nova Scotia, B3J 2G1, (902) 420-0083

Nunavut: Registrar, P.O. Box 390, Kugluktuk, NU X0B 0E0, Tel: (867) 982-7668.

Prince Edward Island: Registrar, Dental Council of P.E.I., 184 Belvedere Avenue, Charlottetown, P.E.I., CIA 2Z1, (902) 628-8088

Quebec: Directeur general et Secetaire, Ordre des dentistes du Quebec, 625, Boulevard Rene Levesque Ouest, 15e Etage, Montreal, Quebec H3B 1R2, (514) 875-8511

Saskatchewan: Registrar, College of Dental Surgeons of Saskatchewan, 728 Spadina Cres. East, Suite 202, Saskatoon, Saskatchewan, S7K 4H7, (306) 244-5072

North West Territories: Registrar, Professional Licensing, Government of the North West Territories, Health and Social Services, 8th Floor, Centre Square Tower, P.O. Box 1320, Yellowknife, N.W.T., X1A 2L9, (867) 920-8058

Yukon: Manager of Consumer Services, Consumer and Commercial Services, Department of Justice, P.O. Box 2703, J-6, Whitehorse, Yukon, Y1A 2C6, (867) 667-5111.

32. License to practice elsewhere than Canada

A candidate who desires to acquire the right to practice elsewhere than Canada should obtain information regarding the requirements for practice from the dental authorities in the country in which he or she wishes to practice.

33. The National Dental Examining Board of Canada

Current undergraduates of the Faculty are entitled to receive the Board's Certificate provided they have successfully completed the Written Examination and the Objective Structured Clinical Examination (OSCE). An application, together with the prescribed fee, must be submitted by the application deadline. Information and application forms will be provided to Fourth Year students during the Fall session.

Further information may be obtained by writing to the Registrar of the NDEB at 80 Elgin Street, 2nd Floor, Ottawa, ON K1P 4R2, (613) 236-5912.

DDS CURRICULUM

Disclaimer: Ontario's response to the COVID-19 pandemic continues to evolve. Changes will likely occur as the province and its municipalities adjust to new data about the virus. In these circumstances, please be advised that the manner of course hours is subject to change, in accordance with university policies. The University thanks its students, faculty, and staff for their flexibility during these challenging times as we work together to maintain the standards of excellence that are the hallmark of the University.

FIRST YEAR							
Course No.	Course Title	Lecture hours	Seminar hours	Lab/Preclinic hours	Clinic hours	Total hours	Course weight
DEN103Y1	Dental Public Health I	28	0	0	0	28	0.25
DEN106Y1	Gross Anatomy	71	0	114	0	185	1.25
DEN109H1	Histology	41	0	24	0	65	0.5
DEN113Y1	Preventive Dentistry	15	0	0	0	37.5	0.25
DEN118H1	Dental Anatomy and Occlusion	30.5	0	60.5	0	91	0.5
DEN121H1	Biological Basis of Oral Health/Disease	26	0	0	0	26	0.25
DEN124H1	Microbiology	36	0	0	0	36	0.5
DEN130H1	Restorative Dentistry (Didactic)	56	0	0	0	56	0.5
DEN150Y1	Biomaterials Science	26	0	82	0	108	0.75
DEN177H1	Prosthodontics	15	0	49	0	64	0.5
DEN180H1	Restorative Dentistry (Preclinical)	0	0	79.5	0	79.5	Pass/Fail
DEN199Y1	CCP1- Intro to Comprehensive Care Program	46.5	0	0	58	104.5	Pass/Fail
DEN165H1	Introduction to Dentistry as a Profession	16	0	0	0	16	Pass/Fail
	Total	407	0	409	58	874	5.25

SECOND YEAR							
Course No.	Course Title	Lecture hours	Seminar hours	Lab/Preclinic hours	Clinic hours	Total hours	Course weight
DEN200H1	Anaesthesia	14	0	0	6	20	0.25
DEN202H1	Communication Skills	4	6	0	0	8	Pass/Fail
DEN203H1	Basic Disease Mechanisms	23	11	0	0	34	0.25
DEN207H1	Dental Public Health II	25	15	0	0	40	0.25
DEN208H1	Endodontics	30.5	0	54	0	84.5	0.5
DEN211Y1	Periodontics	36	0	0	0	36	0.25
DEN212Y1	Pharmacology	86	0	0	0	86	0.75
DEN215H1	Preventive Dentistry & Clinical Nutrition	19	3	0	0	22	0.25
DEN217Y1	Oral and Maxillofacial Radiology	14	3	0	5	21	0.25
DEN218Y1	Restorative Dentistry (Didactic)	64	0	0	0	64	0.75

DEN219H1	Medicine and Pathology	18	9	0	0	27	0.25
DEN222H1	Orthodontics	16	28	0	0	44	0.25
DEN223H1	Pediatric Dentistry	14	0	19.5	0	33.5	0.25
DEN249H1	Ethics, Professionalism, Law I*	1.5	10	0	0	11.5	Pass/Fail
DEN256H1	Oral Diagnosis and Oral Medicine	16	12	9	0	37	0.25
DEN267Y1	Prosthodontics (Preclinical)	0	0	108.5	0	0	Pass/Fail
DEN277Y1	Prosthodontics (Didactic)	34	0	0	0	34	0.5
DEN280Y1	Restorative Dentistry (Clinical)	0	0	168.5	0	168.5	0.75
DEN299Y1	CCP2 – Prev. & Perio. Services	15	0	0	96	136	Pass/Fail
	Total	414	85	358	107	964	5.75

THIRD YEAR							
Course No.	Course Title	Lecture hours	Seminar hours	Lab/Preclinical hours	Clinic hours	Total hours	Course weight
DEN301H1	Anaesthesia	14	0	0	3	17	Pass/Fail
DEN303H1	Endodontics	14	0	0	0	14	0.25
DEN308Y1	Dental Public Health III	18	0	0	0	18	0.25
DEN315Y1	Oral Medicine and Pathology	54	28	0	0	82	0.75
DEN317Y1	Oral and Maxillofacial Radiology	14	0	0	39	53	0.5
DEN318Y1	Oral and Maxillofacial Surgery	33	2.5	0	15	50.5	0.5
DEN322Y1	Orthodontics (Didactic)	28.5	0	0	0	28.5	0.25
DEN323Y1	Pediatric Dentistry (Didactic)	24	0	0	0	24	0.25
DEN324H1	Periodontics (Didactic)	13	0	0	0	13	Pass/Fail
DEN327H1	Pharmacology	21	0	0	0	21	0.25
DEN333Y1	Prosthodontics (Didactic)	28.5	18	0	0	46.5	0.25
DEN336H1	Restorative Dentistry (Didactic)	14	0	0	0	14	Pass/Fail
DEN349H1	Ethics, Professionalism, Law II*	1.5	10	0	0	11.5	Pass/Fail
DEN350Y1	CCP3- Intro to Treatment Planning	14.5	3	0	270	287.5	Pass/Fail
DEN356Y1	Oral Diagnosis and Oral Medicine	2	0	0	81	83	.75
DEN365Y1	Orthodontics (Clinical)	0	0	0	30	30	0.25
DEN368Y1	Pediatric Dentistry (Clinical)	0	0	0	36	36	****
DEN371Y1	Periodontics (Clinical)	0	2	0	**	**	0.75
DEN374Y1	Preventive Dentistry	10	10	0	**	**	0.25
DEN377Y1	Prosthodontics (Clinical)	0	0	0	**	**	***
DEN380Y1	Restorative Dentistry (Clinical)***	0	0	12	**	**	0.75
DEN409Y1	Practice Administration	40.5	0	0	0	40.5	***
	Total	344.5	73.5	12	474	870	6

* On-line seminars

**Clinic hours occur within CCP3 Clinic hours

****No final grade reported in DDS3

The Third Year class follows the usual academic year until the end of classes in early May for Third Year. The class then continues for the final examinations and for work in the clinics with the year ending in late July.

MAY-JULY PERIOD							
Course No.	Course Title	Lecture hours	Seminar hours	Lab/Preclinic hours	Clinic hours	Total hours	Course weight
DEN409Y1	Practice Administration	5.5	0	0	0	5.5	*
DEN450Y1	CCP4 - Comprehensive Care (Clinical)	0	0	0	171	171	*
DEN451Y1	CCP IV - Comprehensive Care (didactic)	0	3	0	0	3	*
DEN456Y1	Oral Diagnosis and Oral Medicine	1	0	0	33	34	*
DEN459Y1	Oral and Maxillofacial Radiology	0	0	0	9	9	*
DEN462Y1	Oral and Maxillofacial Surgery	0	0	0	9	9	*
DEN465Y1	Orthodontics	0	0	0	9	9	*
DEN468Y1	Pediatric Dentistry	0	0	0	13.5	13.5	*
DEN490Y1	Community Based Service Learning**	7	0	0	***	7	*
	Total	13.5	3	0	244.5	261	*

*May-July hours contribute to DDS4 course weights

**Psychiatry and Dentistry lectures

***Hospital rotations occur within CCP4 Clinic hours

FOURTH YEAR							
Course No.	Course Title	Lecture hours	Seminar hours	Laboratory hours	Clinic hours	Total hours	Course weight
DEN400H1	Anaesthesia	0	0	0	6	6	Pass/Fail
DEN409Y1	Practice Administration	25.5	0	0	0	25.5	0.25
DEN410H1	Orofacial Pain: Mechanisms, Diagnosis, Management*	27.75	0	0	0	27.75	Pass/Fail
DEN411Y1	Clinical Application of Practice Administration	0	0	0	**	0	Pass/Fail
DEN449H1	Ethics, Professionalism, Law III	9	3	0	0	12	Pass/Fail
DEN450Y1	CCP4 - Comprehensive Care (Clinical)	0	0	0	402	402	1.75
DEN451Y1	CCP4 - Comprehensive Care (didactic)	10	15	0	0	25	0.25
DEN453Y1	Endodontics	12	0	0	**	**	1
DEN456Y1	Oral Diagnosis & Oral Medicine	1.5	0	0	82.5	84	1
DEN459Y1	Oral and Maxillofacial Radiology	0	2	0	18	20	0.25
DEN462Y1	Oral & Maxillofacial Surgery	14	0	0	63	77	0.75
DEN465Y1	Orthodontics	13	9	15	15	52	0.5
DEN468Y1	Pediatric Dentistry	0	0	0	42	42	0.75
DEN471Y1	Periodontics	0	0	0	**	**	0.75

DEN474Y1	Preventive Dentistry	0	0	0	**	**	0.25
DEN477Y1	Prosthodontics	14	0	0	**	**	1
DEN480Y1	Restorative Dentistry	9	0	0	**	**	0.75
DEN490Y1	Community Based Service Learning	6	0	0	**	**	Pass/Fail
DEN491Y1	Dental Outreach Community Services	0	0	0	0	0	Pass/Fail
DEN492Y1	Dental Outreach Global Services	0	0	0	0	0	Pass/Fail
DEN487Y1	Dental Management for Cancer and Transplant Patients	6	3		3.5		Pass/Fail
	Total	147.75	35	15	629	826.75	9.25

* On-line seminars

**Clinic hours occur within CCP4 Clinic hours

Course Descriptions: Doctor of Dental Surgery

First Year

In the first year the student is taught many of the basic science courses which are the foundation for clinical dentistry. In these courses every opportunity is taken to introduce dentally relevant material. At the same time the student is introduced to some of the broader concepts of the practice of dentistry. An important aspect of this first year is the student's introduction to dental materials and the technical aspects of restorative dentistry. In these courses particular attention is paid to evaluating digital skills so that students with potential problems in this area can be identified.

DEN103Y1 Dental Public Health I

The first year curriculum in Dental Public Health I consists of four modules. The modules are designed to provide the context and scientific support for an evidence-based approach to improving individual and population oral health.

MODULE I: EPIDEMIOLOGY OF ORAL DISEASES

In this module, students will cover the epidemiology of oral diseases and conditions, including dental caries, periodontal disease, and oral cancer, including risk factors that point to individual and population level preventive strategies. Measures of oral diseases and oral health-related quality of life will also be addressed.

MODULE II: EPIDEMIOLOGICAL METHODS

This module provides students with an understanding of the scientific methods in the study of health and disease. Students will learn: the epidemiological approach and logic of epidemiological enquiry; descriptive, analytic and experimental epidemiological designs and their strengths and weaknesses; measures of risk; and common flaws in epidemiological studies.

MODULE III: DETERMINANTS OF HEALTH AND POPULATION HEALTH STRATEGIES

This module will develop the student's understanding of current concepts of health and the significance of health outcomes in clinical practice and the broader social and environmental factors that impact on the health of individuals and populations.

MODULE IV: CURRENT ISSUES IN ORAL HEALTH CARE

Society has established health professions and systems of organizing, financing and delivering health care. This is a very dynamic environment, with issues continually arising within the profession and between society and the profession. This module explores the nature of these issues from both society's expectations and the profession's perspective.

S. SINGHAL, STAFF

DEN106Y1 Gross Anatomy

This course is designed to provide an understanding of the gross structure and function of all human body systems, including neuroanatomy and systems anatomy. In addition, a comprehensive, detailed study of the head, neck and central nervous system is undertaken to provide the student with a basis upon which to build his/her clinical knowledge. Students will be required to complete focused dissections of the neck and head in order to complement and reinforce the lecture series.

J. LAPRADE, V. MENDES, STAFF

DEN109H1 Histology

The course provides an overview of the microscopic anatomy of the human body with special emphasis on the development and structure of the oral cavity and its components. There is a basic introduction to the tissue types, followed by a detailed study of the microscopic structure of the oral cavity, and individual organ systems. The main objective of the course is to examine and recognize the cells and tissues through microscopic examination, and to correlate the morphology to the function of tissues and organs. The lectures are complemented with computer-based laboratory sessions utilizing an online virtual slide box.

D. CHUGH, STAFF

DEN113Y1 Preventive Dentistry

This course introduces students to concepts related to preventive dentistry. Lectures provide introductory knowledge of dental diseases and disorders and health literacy followed by detailed information on preventive dentistry and preventive strategies that clinicians can apply to patients. We will cover in this course various topics related to Preventive dentistry including Dental caries, periodontal diseases, and oral trauma. We will also review prevention in the context of oral-systemic health.

A. OUANOUNOU, STAFF

DEN118H1 Dental Anatomy and Occlusion

This is a Fall-term course comprised of lectures and laboratory sessions designed to teach the students: (1) Tooth notation, (2) the internal and external anatomy of the deciduous and permanent teeth, (3) the chronology of dental eruption and comparative dentition (deciduous vs. permanent), (4) evolution of molar tooth, (5) genetic and environmental factors that influence teeth morphology, (6) dental anatomy in the practice of restorative dentistry, (7) development and description of primary occlusion, (8) development of early adult occlusion, (9) fundamental principles of static and dynamic occlusion, and (10) malocclusion. To allow for an intuitive transition to Restorative 1 discipline, the following lectures are also offered in Dental Anatomy and Occlusion course: i) Dental Anatomy and Restorative Dentistry, ii) Biological Principles of Cavity Preparation, and iii) Mechanical Principles of Cavity Preparation.

A. PRAKKI, G. ANDERSON, STAFF

DEN121H1 Biological Basis of Oral Health and Disease

This comprehensive course is designed to provide the preclinical student a broad-based understanding of

the basic biological and physiological processes related to the healthy and diseased states of the oral cavity, including the dentitions.

The first set of lectures explores the physiology of oral-facial functions, particularly those associated with pain and touch, taste, chewing, swallowing, respiration, related motor activities, oral-facial microcirculations and development of speech and language.

The second series of lectures deals with the genetics, formation, composition, metabolism, development, repair and regeneration of hard and soft tissues of the oral cavity. The physiology of saliva production, its composition and the microbial ecology of oral biofilms, as they relate to oral diseases and their prevention, are introduced. The continuum of changes from birth to senescence that occur in the oral cavity and their impact on dental treatment are presented in a series of lectures. Concepts related to the psychological importance of the oral cavity in overall health and the psycho-physiological correlates of the oral cavity are discussed.

G. KULKARNI, STAFF

DEN124H1 Microbiology

The course covers basic, pathogenic and oral microbiology and immunology and related infection control practices. Its objective is to provide the dental student with an understanding of bacterial, viral and fungal microorganisms and their interactions with the human host in health and disease. Emphasis is placed on (1) diseases with oral and facial manifestations, (2) diseases influencing the planning and performance of dental treatment for patients, and (3) diseases of major public health importance.

T. MORIARTY, STAFF

DEN130H1 and DEN180H1 Restorative Dentistry

Restorative Dentistry is the science involved in the diagnosis, management and treatment of defects and disease of teeth. Such treatment maintains or restores tooth health, anatomical form, strength, function, esthetics, and patient comfort. The scientific foundation of Restorative Dentistry will be provided in the didactic component of the program (DEN 130H1), whereas the psychomotor skills will be developed in the preclinical component (DEN 180H1). Note that the didactic and preclinical courses (DEN 130H1 and DEN 180H1), while interconnected, are two independent courses.

Both DEN130H and DEN180H are Winter-term courses. They start with an introduction to Cariology: definition of caries disease, caries diagnosis, classification of carious lesions, secondary etiological factors, dentinal caries progression and clinical implications. The students are also introduced to the basic principles in the treatment of dental caries by preventive and restorative means. The principles of cavity preparation are related to the physical properties of the restorative material (amalgam and resin composite) and to the anatomy and histology of the dental tissues. The relationship between restorative procedures and prevention of further disease is highlighted.

Lectures on instrumentation, cavity preparation, absolute isolation of the operatory field, and restorative procedures are supplemented by group instruction in the laboratory. Practice in developing digital dexterity in cavity preparation and restoration is provided by preclinical projects mostly on artificial teeth in a manikin head for clinical simulation, as well as on human extracted teeth.

A. PRAKKI, STAFF

DEN150Y1 Biomaterials Science

The objective of this course is to provide fundamental knowledge of materials science required to understand the scientific basis for selection, preparation and use of dental materials. The lectures include knowledge from various fields such as metallurgy, engineering mechanics, ceramics, polymer science and chemical engineering. The laboratory program provides direct exposure to various classes of dental materials. In the laboratory the relationship of manipulation variables to microstructure, mechanical properties, bio-stability and clinical performance is emphasized.

B. SHOKATI, STAFF

DEN177H1 Prosthodontics

Prosthodontics is a clinical program focused on alleviating the needs of patients with acquired loss or congenital absence of oral tissues by improving function, comfort and appearance using suitable artificial substitutes made from alloplastic materials. Some of the fundamentals taught in the 1st year basic sciences courses will be reinforced by contextualizing these to particular elements of prosthodontic practice. The student will also learn how to complete a limited number of selected clinical and laboratory procedures employed when treating patients with edentate jaws using conventional or implant prostheses. Students use preclinical manikin simulation in projects to appreciate and develop their skills in edentulous and implant impressions, jaw registrations, tooth shade and mold selection, and custom tooth arrangements of a complete maxillary denture and an implant supported mandibular overdenture. The teaching format includes lectures and seminars, complemented with practical demonstrations followed by laboratory exercises.

B. SHOKATI, STAFF

DEN199Y Comprehensive Care 1 – Preclinical Skills

The Comprehensive Care Program (CCP1) is a preclinical course that provides students with an introduction to basic concepts and methodologies for clinical practice.

The course involves 3 components:

Component 1: Lectures introduce basic skills and concepts to prepare students for practical preclinical sessions.

Component 2: Clinical sessions involve practice on patient simulators and on student partners. Student operators will practice basic preclinical skills on assigned student partners. Clinical experiences include: practicing the Faculty's infection control standards, basic oral health indices, rubber cup polishing, topical fluoride and oral self-care instruction sessions. Students will practice basic record keeping and documentation using electronic technology.

Component 3: Dental assisting rotations with upper year students in various clinics provide opportunities to practice clinical protocols, assist with procedures and observe patient management and treatment skills.

S. D'SOUZA, STAFF

DEN165H1 Introduction to Dentistry as a Profession

Dentistry is an exciting and challenging career choice. When one thinks of dentists and dentistry, one often thinks of a solo practitioner working in private practice, providing care to one patient at a time. Dentistry, as a profession, is more expansive than that. The purpose of this course is to define the profession and to provide insight into dentistry's role in the community and beyond. At the conclusion of the course, the student will have a working knowledge of the concepts of provincial regulation, the roles of the many arms of organized dentistry, dentistry's role in healthcare and some basic business principles. This lecture-based course offered in the second semester of first year, serves as an introduction to the Practice Administration course (409Y) offered in DDS years 3 and 4.

J. POSLUNS, STAFF

Second Year

In Second Year the student's education in the basic sciences is completed and more emphasis occurs on the study of dental disease and its treatment. Combined teaching in the practical arts of dentistry occurs in this year.

DEN200H1 Anaesthesia

The courses in Anaesthesia run from the second through the third and fourth dental academic years. These courses cover aspects of pain control and patient management in order to provide the dental student with the knowledge and skills needed to treat the conscious patient in the greatest comfort possible. The objectives of the course in second year are to provide students with in-depth pharmacologic knowledge of the local anaesthetic solutions used in dentistry, as well as teaching the techniques to administer these drugs safely and effectively. This course is roughly divided into two parts. The first part of the course discusses specific injection techniques covering all forms of intra-oral anaesthesia for dentistry in the mandibular and maxillary arches, as well as possible complications, and the required armamentarium. There is also a hands-on element where students practice injection techniques on each other in a clinical setting. The second part of the course provides an in-depth review of the pharmacology of local anaesthetics.

P. NKANSAH, STAFF

DEN202H1 Communication Skills

In addition to knowledge and technical skills, effective communication is essential to the dentist-patient relationship and quality patient care. In this course students will have the opportunity to practice their communication skills in simulated scenarios using standardized patients. Cases are designed to depict commonly encountered issues found in clinical practice. The objective is to provide dental students with experience dealing with a variety of patient situations that require effective communication skills, including the ability to clearly and concisely articulate information to patients and the use of active listening skills, to successfully gather and impart information, handle patients' emotions sensitively, and to demonstrate empathy, rapport, professionalism, and ethical awareness. This is a credit/ non-credit based course.

L. DEMPSTER, STAFF

DEN203H1 Basic Disease Mechanisms

The course instructs second year students in the general principles of pathology, emphasizing pathogenetic and morphological aspects of disease. The course serves as an introduction to general and systemic pathology, and includes an overview of the etiology, pathogenesis, clinical features, gross and microscopic pathology of major disease processes. Basic concepts that are covered include cell injury and adaptation, cell death, inflammation and repair, the immune response, hemostasis, and neoplasia. Systemic pathology, as it relates to dentistry, will also be studied, including hematopathology and diseases of the skin, bone/joint, and gastrointestinal tract.

The lectures are complemented with computer-based seminar sessions utilizing an online virtual slide box.

D. CHUGH, STAFF

DEN207H1 Dental Public Health II

This course will demonstrate the scientific basis for clinical decision-making in prognosis, causation, diagnosis and therapy following the principles of evidence-based health care. Examples from the dental literature are used to illustrate the concepts and their practical application. Besides didactic lectures, there will be several supervised small group tutorial sessions through which, the students will further develop evidence-based thinking and critical analysis of the literature. The specific objectives of the course are: 1) to introduce principles of epidemiology as applied to clinical research; 2) to provide the students with the fundamental scientific skills in clinical epidemiology to enable them to practice evidence-based dental care; 3) to provide the students with skills in answering questions using biomedical literature; 4) to provide students with the skills needed to critically appraise a biomedical research article.

A. AZARPAZHOOH, STAFF

DEN208H1 Endodontics

This course offers the student didactic and preclinical experiences designed to establish the student's basic knowledge of the nature, the diagnosis and the treatment of pulpal and periapical disease. The didactic and preclinical courses are given during the winter and spring terms.

The didactic component commences with an overview of the endodontic disease and associated therapies. Later it provides more comprehensive review of the Pulpal and periapical physiology, pathology and diagnosis of healthy and diseased endodontium. A portion of the course is dedicated to the understanding, prevention and treatment of the Endodontic emergencies and Traumatic injuries of the teeth. The preclinical component is mostly directed towards preparing the student to perform basic clinical endodontic procedures prior to entering the clinics in third year.

G. MALKHASSIAN, STAFF

DEN211Y1 Periodontics

The principal objective of the full program in periodontics is to educate and prepare general practitioners

of dentistry to serve the universal public need of prevention, recognition and comprehensive diagnosis and treatment of periodontal diseases. In conjunction with Comprehensive Care Program II – Preventive and Periodontal Services (DEN299Y), this course commences in-depth education in periodontics, building on the conceptual foundations established in the first year programs in basic sciences, dental public health and preventive dentistry. The program integrates didactic, preclinical and clinical elements aiming to achieve detailed understanding of the pathogenesis, diagnosis, and approaches to therapy for the more common types of periodontal conditions. The didactic element centers on periodontal pathology, etiology, classification of periodontal diseases, fundamentals of clinical decision-making, and treatment of inflammation.

R. NOH, STAFF

DEN212Y1 Pharmacology

The objective of this course is to provide students with an integrated knowledge of the mechanism of action of drugs based on the understanding of systems physiology, pathology and relevance to clinical practice. Upon completion of the course the students should have an understanding of general principles as well as the pharmacology and therapeutics of all categories of drugs. There is a greater emphasis on agents commonly used in dentistry. The major topics covered include principles of pharmacokinetics (i.e., what the body does to drugs), and pharmacodynamics (i.e., mechanisms of drug action), autonomics, analgesics, anti-infectives, general anesthetics, respiratory, cardiovascular, renal, gastrointestinal, endocrine and central nervous systems, drug regulations and drug approval, among others. Clinically relevant case studies are included in this course. Case studies provide the opportunity to apply pharmacology concepts to comprehensive patient assessment and therapeutic management, as well as consultation of evidence-based information and drug databases relevant to patient care.

J. LANÇA, STAFF

DEN215H1 Preventive Dentistry

This course is designed in a lecture and seminar format to provide the understanding of the concepts of preventive dentistry focusing on the prevention of oral diseases. This course will provide strategies to identify those at risk and to discuss treatment options available to reduce the risk of dental disease throughout life. Students will be able to introduce therapies that are known to reduce the risk and prevent dental caries, periodontal disease or oral cancer. Also, practical application of healthy eating principles with an emphasis on prevention of dental disease will be reviewed. We will also discuss preventative care for the medically compromised and geriatric patients.

A. OUANOUNOU, STAFF

DEN217Y1 Oral and Maxillofacial Radiology

Lectures and seminars introduce the student to the principles of radiation physics and hygiene, biology, radiographic imaging modalities, technique and the interpretation of normal anatomy and its variations, including common disease and anomalies affecting the teeth and jaws. Clinical sessions provide students with the opportunity to learn and practice intra-oral imaging techniques incorporating infection control protocol, utilizing the two digital imaging systems (CMOS and PSP receptors).

M. CASH, T. GHEORGHE, STAFF

DEN218Y1/280Y1 Restorative Dentistry

The objective of this course is to prepare students for clinical practice of Restorative Dentistry in third and fourth years. Students are taught the principles which govern the need for initial and retreatment restorative therapy, the criteria for long-term clinical acceptability and the reasons for restorative failure. The principles and methods for restoring teeth to structural, functional and aesthetic acceptability are presented in lectures and laboratory demonstrations. The course is divided into three modules: 1. cariology and direct restorative therapy - the cariology section features treatment of simulated carious lesions on ivory teeth and on extracted teeth. Emphasis is given to the diagnosis of initial and recurrent caries, provision of conservative restorative therapy and the decision making process related to replacement of existing restorations; 2. procedures involved in extra-coronal restorations – preparation, temporization, impression and manufacturing of restorations are discussed and practiced in the preclinical environment. CAD-CAM technology for fabrication of extracoronary restorations is introduced at this level; 3. esthetics and endodontically treated teeth – guiding principles for the success of restorations in anterior teeth encompassing class IV, diastema, and tooth bleaching are presented. The retention of restorations in endodontically-treated teeth is also introduced at this level. All pre-clinical treatment sessions utilize ivory and natural tooth typodonts in phantom heads specially designed to simulate the clinical condition. Upon completion of the course students should possess the appropriate theoretical and practical knowledge and have developed the manual expertise to provide patients with all of the single tooth restorative services required in modern dental practice.

S. CHOW, STAFF

DEN219H1 Medicine and Pathology

The course is designed to provide basic knowledge of common medical conditions, reviewing the etiology, pathogenesis, pathologic and clinical features of each condition. The purpose of the course is to understand the pathologic basis of the medical condition, how it may impact the patient's health, how the illness presents clinically, and to develop an approach to treating patients with chronic medical conditions. The relevance of these conditions on the practice of dentistry is emphasized throughout the course. The course builds upon content learned in Basic Disease Mechanisms and Pharmacology, but provides a more clinical perspective.

The lectures are complemented with three problem-based learning seminars revolving around real-life scenarios that may be seen in dental practice.

D. CHUGH, N. MARCHESE, STAFF

DEN222H1 Orthodontics

This orthodontic course comprises lectures, preclinical seminars, and diagnostic case analyses. The objective is to teach students to recognize and diagnose the various forms of malocclusion, and understand the etiologic factors associated with the genesis of orthodontic abnormalities. Cephalometric and model analyses are studied as the basis for providing knowledge of normal and abnormal facial development. Students participate in lectures, case analysis seminars and preclinical diagnostic exercises designed to prepare them for future clinical practice. Student progress and performance are evaluated through cephalometric and model analysis competency tests, a term test, case analysis and presentation of assigned sets of diagnostic records and a final examination.

S. SURI, STAFF

DEN223H1 Pediatric Dentistry

Pediatric Dentistry commences in second year and continues throughout third and fourth years. The didactic and clinical program develops the concept that Pediatric Dentistry is concerned with total dental care of the child and adolescent during growth and development from birth to adolescence. The management, prevention and treatment of dental conditions in children are emphasized during clinical sessions. Second Year: The restorative component is introduced at the preclinical level in conjunction with the Department of Restorative Dentistry. These procedures are supplemented by lectures, seminars and videotape demonstrations.

P. ANDREWS, STAFF

DEN249H1 Ethics, Professionalism, Law I

Ethics is critical to being a professional and a working knowledge of the legislation that impacts on practicing dentists is important. To assist students in their understanding of this important topic, an online self-study course was developed by the Royal College of Dental Surgeons of Ontario in conjunction with the Faculty of Dentistry. The course is made up of four (4) modules comprising the reading of selected articles / other publications / papers which will either be posted online or their link provided and the consideration of a number of ethical, legal and professional considerations for each module. Students are divided into small groups and work through the various modules and complete the case study assignment for each under the guidance of a group facilitator and in conjunction with input and on-line interaction with their small discussion group.

M. CASH, STAFF

DEN256H1 Oral Diagnosis and Oral Medicine

A course of lectures, seminars and clinical sessions introduce the student to a system of diagnosis of dental and oral disease. Emphasis is placed on methods of history taking, examination, patient evaluation and management. This will include the evaluation and dental management of healthy patients as well as medically compromised patients. Students will learn the impact of medical conditions on treatment planning and provision of dental care.

K. BURGESS, R. BLACK, STAFF

DEN267Y1 – Prosthodontics (Pre-Clinical)

During the second year Prosthodontic simulation course students will learn how to complete a limited number of selected clinical and laboratory procedures for removable and fixed partial dentures (RPDP and FPDP, respectively), including conventional tooth- or implant-supported prostheses, and the procedures employed when treating partially edentate patients. The fabrication steps take place on manikins, stone models, and student partners, as appropriate. The course is divided into four modules: 1) Diagnosis and occlusion, 2) Implant restorations, 3) Fixed dental prostheses and 4) Removable dental prostheses. Completed projects and defined seminars allow for development and assessment of skills required for successful treatment planning. Knowledge, comprehension, analysis, synthesis, and evaluation are

assessed with laboratory quizzes, online projects, competency exams for both RPDPs and FPDPs and an OSCE (Objective Structured (pre)Clinical Exam).

E. SOMOGYI-GANSS, STAFF

DEN277Y1 Prosthodontics (Didactic)

The aim of this course is to illustrate the fundamental knowledge about partial edentulism and the prostheses that restore the patients to esthetics and function. We also demonstrate how to apply basic prosthodontic mechanical and biological principles in partially edentulous prosthesis treatment planning and design. The student will learn the relevant background and theory of how to complete a limited number of selected clinical and laboratory phases of removable and fixed partial dentures (RPD and FPD, respectively), including conventional tooth- or implant-supported prostheses, and the procedures employed when treating partially edentate patients. Knowledge, comprehension, analysis, synthesis, and evaluation are assessed with two term tests as well as in-class quizzes. The teaching format includes lectures and group seminars, complemented by practical demonstrations followed by laboratory and clinical exercises in DEN267Y1.

E. SOMOGYI-GANSS, STAFF

DEN299Y1 Comprehensive Care Program II – Preventive and Periodontal Services

The objectives of this course are to build on the knowledge and skills acquired in DEN199Y and to provide clinical experience in the management and control of inflammatory periodontal conditions of patients. Education about comprehensive care is focused on practical sessions that include assisting 4th year undergraduate dental students during their CCP clinical treatment assignments. These will also incorporate one-on-one shadowing of a Treatment Coordinator, in order for the student to appreciate the process of treatment planning, associated required documentation and patient communication. Additionally, Group Case Discussion Sessions and IPAC audits of senior students will be undertaken, to evaluate the participants' understanding of the practical concepts and Infection Control Protocols learned in lectures and clinical rotations.

Development of clinical skills and knowledge about periodontal examination, patient motivation, instruction in oral hygiene, scaling, root planing and nightguard delivery and adjustment are taught in sessions during which students, under close supervision, administer maintenance care to new or previously treated general clinic patients.

The emphasis is to impress upon students the importance of periodontics within the realm of general dental care, for the long term maintenance of a healthy natural dentition. Students are expected to operate efficiently with appropriate infection control precautions and ergonomics.

At the completion of the year, students are expected to attain clinical experience in preventive services (oral hygiene instruction, scaling, polishing) and periodontal services (root planing).

Completion of the course will contribute to the preparation of the student for entry into the 3rd year Comprehensive Care Program for clinical treatment of patients.

D. CORNELL, C.MENESES, R.NOH, STAFF

Third Year

Clinical Practice

The student now embarks upon the provision of clinical care for assigned patients. Emphasis is on the comprehensive assessment and appropriate management of the oral care needs for all patients for whom the student is the primary provider. Wherever possible, new patients are assigned to students at their initial appointment in Oral Diagnosis in order to allow continuity of care from initial patient assessment to treatment completion within the Comprehensive Care Program. Students perform planned clinical procedures under the close supervision and guidance provided by program instructors. During all clinical sessions, students apply the basic principles, knowledge and skills that they have acquired in their preclinical education with the objective that by the end of the year each student is able to provide a wide range of the basic treatment services with an appropriate level of confidence.

DEN301H1 Anaesthesia

This course provides an understanding of the modalities of sedation and anaesthesia. At the end of this course, students will be able to administer nitrous oxide:oxygen sedation. Students will gain foundational knowledge on the administration of oral sedation for adult patients. This course reinforces how to manage medical emergencies in the dental office. Students will also write anaesthesia consultations for their patients in the clinic.

M. WONG, STAFF

DEN303Y1/DEN453Y1 Endodontics

This course offers the student didactic and clinical components. The didactic component in the fall term is designed to broaden the knowledge pertaining to endodontic disease and diagnosis. Initial clinical experience is acquired through assisting and observation assignments in the undergraduate and graduate clinics. Further clinical experience is gained through performing endodontic treatment to patients on anterior, premolar and molar teeth.

P. CHERKAS, STAFF

DEN308Y1 Dental Public Health III

Module VII: Communication in Dental Practice

This module aims to make students aware of central role played by communication in dental practice and builds on the content covered in the communication skills course in second year. The curriculum will cover: communication and its association with pain, anxiety and therapeutic outcomes; models of the dentist-patient relationship; communication in the health care team; consultation tasks and styles; common agendas and barriers in communication and challenging patient encounters.

Module VIII: Psychological and Behavioral Issues in Dental Practice

The aims of this module are to make students aware of common psychological and behavioural problems encountered in dental practice and discussion of psychological principles and strategies that can be employed to manage these problems. This module covers: understanding dental fear and anxiety, cognitive and behavioural factors associated with dental anxiety; patient beliefs and

perceptions about dental anxiety; management and treatment of the dentally anxious adult and child; communicating pain in dentistry and pain in vulnerable populations.

L. DEMPSTER

DEN315Y1 Oral Medicine and Pathology

The lectures cover diseases of the teeth, periodontium, tongue, oral mucosa, salivary glands, jaws, orofacial deformities and systemic diseases as they affect the mouth and jaws. The pathology, clinical aspects, differential diagnosis and management of these conditions are discussed. In the seminar sessions, a virtual microscopy-based teaching program is used to demonstrate the histological appearances of the most significant lesions, and to correlate histologic features with clinical presentation. The seminars are organized to impart a systematic approach to evaluate oral soft and hard tissue lesions, to formulate a diagnosis and treatment plan, to apply and consolidate what has been learned in the lectures.

G. BRADLEY, K. PERSCHBACHER, STAFF

DEN317Y1 Oral and Maxillofacial Radiology

The third year oral and maxillofacial radiology course consists of lectures, preclinical exercises and clinical rotations that build on the second year course, DEN 217Y1. The lectures cover the radiologic interpretation of diseases and disease process that occur in and around the jaws that may be seen in general dental practice. In particular, the lecturer will discuss the key radiologic features of these diseases and where appropriate, their differential interpretations. Preclinical exercises will refresh students' knowledge of intra-oral imaging techniques using digital sensors learned in DEN 217Y1. Clinical rotations will consolidate didactic, pre-clinical and clinical skillsets from DEN 217Y1 and DEN 317Y1, which will allow students to develop skills in image selection, intra-oral and panoramic imaging techniques, and image reporting on patients.

E. LAM, T.GHEORGHE, STAFF

DEN318Y1 Oral and Maxillofacial Surgery

The third year Oral Surgery course consists of a didactic component a laboratory component and clinical work in the clinic.

The didactic component is made up of a series of lectures presented in four modules. They are: Principles of Surgery, Principles of Exodontia, Preprosthetic Surgery/Implantology and Infections of the Oral and Maxillofacial area. This didactic component aims at giving the students the knowledge related to the principles of Surgery in general, the instrumentation used, the surgical techniques of exodontia for both erupted and unerupted teeth and minor dentoalveolar surgery, the pre-prosthetic surgical procedures, and the management of infections.

The laboratory component is designed to give the students a more realistic feeling of the use of instruments and the handling of tissues and it consists of two exercises held during January. The first exercise presents the technical details of simple exodontia and the instruments used. The students will work in groups on performing extractions on the surgical simulator. During the second exercise the students have a hands-on experience on raising flaps, suturing, performing a surgical extraction and doing a biopsy procedure on pig mandibles. The clinical work on patients in the Oral Surgery clinic starts in late

spring. The students are divided in groups and perform clinical work on patients under the supervision of the clinical instructors.

N. KATSIKERIS, M. FRANCO ECHEVARRIA, STAFF

DEN322Y1 Orthodontics

The Third Year orthodontic course continues to build on concepts taught in the second year course. It consists of lectures designed to provide the student with a greater knowledge and understanding of the principles of orthodontic diagnosis and treatment planning as well as introduce the student to other aspects of orthodontics such as the biology of tooth movement, orthodontic appliances and the role of orthodontics in multi-disciplinary treatment.

In the clinical component of the course students will perform complete orthodontic examinations on potential patients for the Graduate Orthodontic Clinic, in addition they will have instruction and hands on experience in clinical photography for the orthodontic patient. Students will also have hands on experience of orthodontic treatment with a simulated typodont.

K. SHARMA, STAFF

DEN365Y1 Orthodontics

In this course students will have the opportunity to put into practice knowledge gained from previous didactic courses in orthodontics. Screening sessions will allow students to develop their skills in examination and diagnosis for orthodontic patients. Case Based learning seminars are designed to foster a more in depth discussion of orthodontic diagnosis and treatment planning. Students will also have a simulated orthodontic case and will go through all the steps involved with the treatment of a fully bonded orthodontic patient. In addition students will have instruction and hands on experience in clinical photography for the orthodontic patient.

K. SHARMA, STAFF

DEN323Y1/DEN368Y1 Pediatric Dentistry

A series of lectures and seminars are presented on dentistry for children that include behavior management, infant care, diagnosis and treatment planning, management of early childhood caries, space management, pediatric dental emergencies and trauma, pediatric oral surgery and oral pathology, and applied pediatric medicine. The intent of the course is to provide the student with the knowledge and skills required to provide basic dental care to children in a family practice setting.

The clinical phase of Pediatric Dentistry is developed in a comprehensive manner during third year, stressing total patient care in the Children's Clinic. The students also rotate to the Toronto Rehabilitation Institute for a portion of their clinical training. Students are required to attend all sessions to advance into 4th year, but a grade will only be given in Clinical Pedo at the end of 4th year.

P. ANDREWS, H. NAINAR, STAFF

DEN324H1 Periodontics (Didactic)

This course is run in conjunction with DEN371Y Periodontics (clinical). The didactic program consists of a series of lectures and seminars on periodontal and implant therapy. At the end of the course, students will

be able to describe and differentiate different types of Peri-Implant Diseases and Conditions; identify indications and contraindications of dental implant treatment; explain patient and anatomical considerations with respect to implant surgery; explain different types of implant and site development surgeries and provide explanations that are clear, accurate and adapted to the patient's level of understanding and need.

J. LAI, STAFF

DEN327H1 Pharmacology

The objective of this course is to provide applied knowledge of clinical pharmacology and therapeutics in dental practice. The topics covered include analgesics, dependency, anti-infectives, drugs used in medical emergencies and natural products. As well, the use of drugs for specific patient situations such as in the elderly, pregnancy and lactation, cardiovascular disease, and the immunocompromised, is also included.

A. OUANOUNOU, STAFF

DEN333Y1 Prosthodontics (Didactic)

This course consists of a didactic component on removable, fixed and implant prosthodontics. Prosthodontic treatment planning principles are underscored in lectures, treatment planning seminars as well as assignments throughout the year.

B. LEUNG, STAFF

DEN336H1/DEN380Y1 Restorative Dentistry

The clinical course takes place within the Comprehensive Care Program. The Fall Term provides close supervision for the transition from preclinical operative to clinical implementation of basic direct restorative procedures. The fundamental principles and methods for restoring teeth to structural, functional and esthetic acceptability, learned thus far in a preclinical setting, are emphasized as the students acquire the clinical skills necessary to treat individual patients. Patient management skills and student confidence in restorative dentistry are developed during this program. Students are evaluated on a daily basis using self-assessment and/or instructor assessment, and work towards achieving clinical competency which is evaluated in the form of (a) competency test (s) and/or graded assignment (s). Lectures are designed to highlight clinical aspects of restorative materials and procedures. The final written examination comprehensively covers all material taught including lectures, reading assignments and the knowledge gained from clinical practice.

L. TAM, STAFF

DEN349H1 Ethics, Professionalism, Law II

Ethics is critical to being a professional and a working knowledge of the legislation that impacts on practicing dentists is important. To assist students in their understanding of this important topic, an online self-study course was developed by the Royal College of Dental Surgeons of Ontario in conjunction with the Faculty of Dentistry.

The course is made up of four (4) modules comprising the reading of selected articles / other publications / papers which will either be posted online or their link provided and the consideration of a number of

ethical, legal and professional considerations for each module.

Students are divided into small groups and work through the various modules and complete the case study assignment for each under the guidance of a group facilitator and in conjunction with input and on-line interaction with their small discussion group.

M. CASH, STAFF

DEN350Y1 – Comprehensive Care Program III - Introduction to Treatment Planning and Total Patient Care

This multidisciplinary clinical program begins in the Fall Term of third year to provide a “total patient care experience” from initial patient presentation to treatment completion for the majority of assigned patients. The third year portion of the clinical Comprehensive Care Program (CCP) introduces the student to multidisciplinary treatment planning and the concept of appropriately phased patient care. Treatment Plan Coordinators in CCP3 assist and educate students in the assessment, diagnosis and sequencing of patient care through comprehensive treatment planning sessions designed to ensure case understanding, rational treatment decisions and an appropriate treatment plan. Significant emphasis is placed in CCP3 on Phase 1 treatment planning and the importance of optimal oral disease control and patient-specific prevention. Following the development of a treatment plan, the multidisciplinary treatment needs of the patient are carried out under the supervision and teaching of clinical instructors from the periodontology, prosthodontics and restorative programs.

L. TAM, S. CHOW, STAFF

DEN356Y1 Oral Diagnosis and Oral Medicine

The course starts in the Second Year and continues through Third Year to teach students a system of diagnosis of dental and oral disease. Emphasis is placed on methods of history taking, examination, patient evaluation and management as well as treatment planning. This will include the evaluation and management of healthy patients as well as of those with a wide variety of co-existing medical disorders. Students will learn the impact of medical conditions on treatment planning and provision of dental care.

During Third Year, students will attend the Oral Diagnosis and Emergency Clinics in order to obtain practical experience in the evaluation and management of a large and varied group of patients. They will also learn how to request and evaluate medical information from their patient’s physicians or hospitals. In the Faculty Emergency Clinic, the students learn to diagnose and manage a wide range of dental emergencies. The clinical sessions provide practical application of the material covered in the lecture/seminar component of the course and prepare students for the more detailed treatment planning sessions involved in the provision of comprehensive care.

K. BURGESS, R. BLACK, STAFF

DEN371Y1 Periodontics (Clinical)

The main objective of this clinical periodontics program is for students to apply the didactic knowledge and clinical experiences gained in first and second year to comprehensive patient care. Clinical sessions take place within the Comprehensive Care Program. At the completion of the year, students should possess the knowledge and clinical acuity to diagnose most periodontal conditions and to establish treatment plans.

They should have the knowledge needed to treat mild to moderate forms of periodontal diseases by combining non-surgical and surgical modes of therapy. Students should be prepared to readily integrate their knowledge and skills in periodontics with those learned in other disciplines. The importance of periodontics within the realm of general dental care, for the long term maintenance of a healthy natural dentition and overall patient health, will be emphasized. Additional pre-clinical sessions focusing on periodontal surgery and assisting assignments in the Graduate Periodontics Clinic will expose students to other aspects of clinical periodontics.

R.NOH, STAFF

DEN374Y1 Preventive Dentistry

The didactic program concentrates on the practical aspects of incorporating preventive dentistry into private dental practice. The objective of this course is to significantly improve patient's oral health through the development of disease control programs based on disease risk determinations. We will review preventive therapies for the geriatric and medically compromised patients. The student utilizes preventive principles and techniques for assigned clinic patients.

Seminar sessions are devoted to patient motivation and preventive treatment planning. The winter term seminar is case based and focuses on how to individualize preventive treatment plans to meet the individual needs of the patient.

A. OUANOUNOU, STAFF

DEN377Y1 Prosthodontics (Clinical)

The clinical assignments form a part of the clinical comprehensive program that is undertaken throughout the year. The clinical instructors will ensure that the knowledge acquired in the first 3 years of studying is toward evidence-based decision making regarding prosthodontic management of patients with partial and completely edentulous jaws.

G. ANDERSON, STAFF

DEN409Y1 Practice Administration

This is an interactive learning series beginning in the fall of Third Year and continuing through winter and spring terms and through Fourth Year, and is designed to provide the student with an understanding of the management and administration of a dental practice. Guest lecturers discuss relevant topics such as financing, accounting, resumes, partnerships, taxation, and risk management. A three-lecture module on the role of the Regulatory Body is a critical component of the course. The overall objective of the course is to facilitate the transition from student to practitioner.

J. POSLUNS, STAFF

DEN471Y1 Periodontics

The main objective of this clinical periodontics program is for students to apply the didactic knowledge and clinical experiences gained in first and second year to comprehensive patient care. Clinical sessions take place within the Comprehensive Care Program. At the completion of the year, students should possess the

knowledge and clinical acuity to diagnose most periodontal conditions and to establish treatment plans. They should have the knowledge needed to treat mild to moderate forms of periodontal diseases by combining non-surgical and surgical modes of therapy. Students should be prepared to readily integrate their knowledge and skills in periodontics with those learned in other disciplines. The importance of periodontics within the realm of general dental care, for the long term maintenance of a healthy natural dentition and overall patient health, will be emphasized. Additional pre-clinical sessions focusing on periodontal surgery and assisting assignments in the Graduate Periodontics Clinic will expose students to other aspects of clinical periodontics.

R.NOH, STAFF

Fourth Year

In the Fourth Year the student applies the basic knowledge and techniques already acquired, to gain further clinical experience and familiarity with more advanced treatment services. To prepare students for entry into the profession as general practitioners, emphasis is placed upon integration of the various programs and overall management of patient treatment. In addition to their work in the Faculty's Clinics, students participate in elective programs, clinical conferences and hospital-based experiences.

Clinical Practice

See Third Year description.

DEN400H1 Anaesthesia

This course consists of seminars and clinical experience in anaesthesia as it applies to dentistry. The seminars review the protocol and applied aspects of handling medical emergencies. Students practice oxygen administration, intramuscular injection and venipuncture techniques on each other. The clinical component is carried out throughout the academic year and involves writing anaesthesia consultations for their patients, administering nitrous oxide: oxygen conscious sedation and taking a competency test for the latter. This is a credit/non-credit course.

C. YARASCAVITCH, STAFF

DEN409Y1 Practice Administration

This is an interactive learning series beginning in the fall of Third Year and continuing through winter and spring terms and through Fourth Year and is designed to provide the student with an understanding of the management and administration of a dental practice. Guest lecturers discuss relevant topics such as financing, accounting, resumes, partnerships, taxation, and risk management. A three-lecture module on the role of the Regulatory Body is a critical component of the course. The overall objective of the course is to facilitate the transition from student to practitioner.

J. POSLUNS, STAFF

DEN410H1 Orofacial Pain: Mechanisms, Diagnosis and Management

The objective this course is to integrate basic and clinical sciences related to orofacial pain, in order to improve awareness on pain differential diagnosis, etiologies, mechanisms, and management.

Education about pain is complex, because of its multidimensional nature, its association with emotional, psychological and social disorders, and impact on the patient's well-being and quality of life. The course is designed to offer students insight into these intricate aspects of pain.

Upon completion of this course, students should be able to appreciate the socioeconomic burden of acute and chronic pain, in addition to their effects on the patient's quality of life. Emphasis will be put on the importance of understanding peripheral and central pain mechanisms, toward differential diagnosis of various orofacial pain conditions, and evidence-based treatment decisions that range from physiotherapy to pharmacological approaches. The contribution of genetics and the immune system, gender and behavioral issues to pain will also be discussed. Students will also learn about movement disorders that may be associated with pain, bruxism being the most commonly identified in dentistry.

P. CHERKAS, STAFF

DEN411Y1 Clinical Application of Practice Administration

This course puts into practice the concepts and topics discussed in Practice Administration (DEN409Y) while managing patients. Students must prepare for and attend all regularly scheduled chart audits. Students must also successfully complete the final chart audit to be awarded a credit for this course.

J. POSLUNS

DEN449H1 Ethics, Professionalism, Law III

Ethics is critical to being a professional and a working knowledge of the legislation that impacts on practicing dentists is important. To assist students in their understanding of this important topic, this course is to reinforce ethical principles discussed in modules 1-4 of DEN249H1 and modules 5-8 of DEN349H1. Concepts are reviewed and further developed at a higher level in the context of application to daily practice.

M. CASH, STAFF

DEN450Y1/DEN451Y1 Comprehensive Care Program

This multidisciplinary clinical program begins in May of third year and continues throughout fourth year in order to provide continuing care for all assigned patients and to amplify the student experience in provision of optimal comprehensive care. Students participate in the assessment, diagnosis, treatment planning and provision or management of the treatment needs for all patients for whom they are designated primary providers. The process begins in the diagnostic clinics and continues in the comprehensive care clinic for the same student and patient wherever possible. The emphasis is on providing optimal patient care which addresses the oral health needs of the patient and takes into consideration the patient's wishes. Emphasis is placed on provision of optimal disease control and prevention for all patients prior to more extensive rehabilitation. Major program goals are the completion of treatment for all assigned patients and adequate preparation of students for general practice.

Students are assigned to Clinical Comprehensive Care Teams each with designated Coordinators, specialist consultants and clinical instructors. Central to the program objectives is the development of a

rational treatment plan for an informed patient. Treatment planning is carried out by Team Coordinators and the process ensures careful patient assessment and appropriate specialist consultations. The program emphasizes the educational development of treatment planning, critical thinking and decision-making skills. Patient-Based-Learning (PBL) didactic seminars are conducted in small student groups throughout the program, towards the same educational objectives and sharing the resource of CCP patients.

The Comprehensive Care Program culminates in case-based comprehensive didactic examinations for adult patients as well as a final oral review of the student's portfolio. This reflective review covers the comprehensive care of the student's assigned patients during CCP3 and CCP4. Conducted by teams of academic staff, the oral examination is the final assessment of the student's overall achievement of obtaining the competency of a beginning dental practitioner.

D. CORNELL, G. ANDERSON, STAFF

DEN453Y1 Endodontics

This course offers the student didactic and clinical components. The didactic component in the fall term is designed to introduce the student to advances in endodontic science and technologies. This course will adopt a problem-based learning approach for clinical case presentations by students in small groups. The clinical component expands the knowledge and an experience gained in the 3rd year, and provides the student opportunities to acquire the skills and experience in providing basic endodontic treatments in the context of comprehensive dental care.

P. CHERKAS, STAFF

DEN456Y1 Oral Diagnosis and Oral Medicine

Students continue to attend the Oral Diagnosis and Emergency Clinics for further experience in history taking, examination, patient evaluation and dental management of the medically compromised patient. They will learn to interpret the findings from the patient's chief complaint, medical, social, family and dental histories, as well clinical exam and other appropriate tests. The students will request and evaluate medical information from their patient's physicians or other health team members.

K. BURGESS, R. BLACK, STAFF

DEN459Y1 Oral Radiology

The 4th year course builds on the clinical and didactic Oral Radiology experiences from second and third years. Skills in radiographic techniques and radiologic interpretation continue to be developed through patient assignments and case reporting during radiology clinic assignments. An emphasis is made on appropriate prescription of radiographs, competent imaging technique and thorough reporting. Recognition of normal anatomy and variants is reinforced. A seminar on advanced radiologic interpretation provides the opportunity to practice radiologic diagnosis of lesions of the jaws.

S. PERSCHBACHER, STAFF

DEN462Y1 Oral and Maxillofacial Surgery

The Fourth Year Oral Surgery course consists of a series of lectures in the advanced aspects of Oral and Maxillofacial Surgery presented in four different modules; Management of Dentofacial Deformities, Oral and Maxillofacial Trauma, Surgical Management of Pathology and Temporomandibular Joint Disorders. The goal of this program is to provide the students with a basic understanding and the diagnostic capability to approach these more advanced aspects, of Oral Surgery which customarily are dealt with by Oral and Maxillofacial Surgeons.

The clinical part of the course is the continuation of the clinical work started during the third year in the Oral Surgery clinic. During the fourth year a large number of clinical procedures will be performed in the clinic making this year essential in the development of the diagnostic, clinical, and differential diagnosis Oral Surgery skills for the students

N. KATSIKERIS, STAFF

DEN465Y1 Orthodontics

The fourth year orthodontic program has both didactic and clinical components. In the didactic part, a series of lectures are given to strengthen students' diagnostic abilities and broaden their perspective in incorporating orthodontic treatment in multidisciplinary treatments. The aim of the didactic part is to provide students a better understanding of basic application of orthodontics in daily practice and advanced orthodontic treatment planning in more complex cases. In the clinical part, students are exposed to initial orthodontic screening of prospective patients for graduate orthodontic clinic, retainer check sessions for patients who had been treated in graduate orthodontic clinic, and academic discussions for diagnosis and treatment planning of a wide range of malocclusions. Student performance is monitored through one term test at the end of fall semester, one final exam at the end of academic year and daily clinical performance throughout the year.

E. ARAT, STAFF

DEN468Y1 Pediatric Dentistry

Additional emphasis in clinical Pediatric Dentistry is given and advanced treatments during the primary, mixed and permanent dentition periods, including management of dental abnormalities and injuries to teeth, are emphasized stressing upon total patient care in the Children's Clinic. Students are encouraged to treat children under nitrous oxide oxygen sedation and to see multiple patients in each of their sessions. The dental care of persons with special needs is provided through affiliated hospitals. The students also rotate to the City of Toronto Public Dental Health Clinic and the Mt. Sinai Hospital for a portion of their clinical training.

H. NAINAR, STAFF

DEN471Y1 Periodontics

The major objective of fourth year Periodontics is to graduate general practitioners who possess the knowledge, judgement, skill and motivation to serve individual patients and the community's needs in the recognition, treatment and prevention of periodontal diseases. In the Comprehensive Care clinics in fourth year, emphasis is placed on integrating periodontal diagnosis and treatment within the overall oral health care of patients. Students are challenged to learn how Periodontics influences the management of both uncomplicated and complex cases. Discrimination between cases treatable in general practice and those which should be treated through co-operation between generalist and specialist, is stressed.

R. NOH, STAFF

DEN474Y1 Preventive Dentistry

There are no formal lectures or seminars in this course, as it is independent and self-directed. Cases are presented where individuals at high risk of dental disease have been identified and preventive care has been individualized for such patients. Cases, which present other challenging preventive problems, are also presented and discussed. A clinical assignment requires that students evaluate the risk of dental disease in selected clinic patients and provide an appropriate level of preventive care for each.

A. OUANOUNOU, STAFF

DEN477Y1 Prosthodontics

This course consists of a lecture series in the fall term and assignments in the clinic in the fall and spring terms. The objective of the didactic course is to create congruity between the understanding of the sequelae of partial and complete edentulism and evidence based decision making regarding prosthodontic management.

G. ANDERSON, STAFF

DEN480Y1 Restorative Dentistry

The objective of the 4th year Restorative Dentistry program is to graduate general practitioners who have had adequate exposure to and/or experience in restorative procedures, are capable of safely providing restorative treatment, and are ultimately self-aware clinicians who can apply their knowledge, judgement and skill to best serve their patients. DEN480Y is the culmination of the undergraduate dental students' year I-III foundational knowledge, pre-clinical and clinical training in Restorative Dentistry.

The course is comprised of a didactic curriculum and extensive clinical program. For the didactic portion, students learn at their own pace by reviewing a series of case-based lectures focused on advanced techniques and technologies in Restorative Dentistry. Thoughtful discussion of these and students' own clinical patient cases is encouraged. The clinical component of this course is a continuation of restorative patient care in the Faculty Clinics and is administered via the Comprehensive Care Program. Restorative care is integrated within a multi-disciplinary and patient-centered approach to treatment planning. Students further develop and refine their operative skills and diagnostic acumen through performing a series of minimum core experiences and structured case reviews. Where appropriate, students have the opportunity to broaden their clinical experience even further by applying advanced clinical techniques. Emphasis is placed on self-evaluation and self-reflection.

L. NADERIANI, C.MENESES, STAFF

DEN490Y1 Community Based Service Learning

The role of the dental provider extends beyond the traditional dental office. Populations exist that are unable to access oral health care through conventional methods of treatment. These populations continue to increase in number, leading to concerns regarding access to care to a growing number of Canadians. In order to serve these populations and to expose students to the importance of delivery

care in a variety of non-traditional venues, this course encompasses a number of off-site clinical rotations. Students must be exposed to the role of the profession in delivering care to marginalized populations. In order to provide this exposure, students in their final dental year spend time in University of Toronto affiliated clinics and community-based sites.

J. POSLUNS, STAFF

DEN491Y1 Dental Outreach Community Services

Community Health is the study of the health of populations in a community context. The purpose of this course is to educate dental students on how dentistry can contribute in improving health and achieving equity in health for all people in the community. This clinical course identifies and organizes a number of off-site rotations in Ontario in need of access to dental care, providing students with a varied educational experience in dealing with the challenges of delivering care to those in need. Students will be scheduled in limited numbers to visit the identified clinics to provide dental care, and to experience actual oral health challenges alongside a team of local dental care providers and community members, as part of a community-based outreach initiative to promote oral health prevention and treatment. Rotations are expected to be 1-2 days. Students are supervised by an affiliated instructor of the Faculty, and each student will be required to present their findings and self-reflections about their community health experiences. Application for this course is required and only appropriate students will be selected. Enrollment is limited.

A. AZARPAZHOOH, STAFF

DEN492Y1 Dental Outreach Global Services

Global Health is the study of health of populations in a global context, and focuses on transnational health issues, determinants, and solutions. Global health involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration, and is a combination of population based prevention with individual-level clinical care. The purpose of this course is to educate dental students on how dentistry can contribute in improving health and achieving equity in health for all people worldwide. Students will become familiar with the public health, demographic, socio-economic, cultural, health disparity and logistical issues of a particular country. Students will visit the country to experience actual oral health challenges alongside a team of highly trained Canadian and American dentists, as well as local dental care providers and community members. Each student will be required to present their findings and self-reflections about their global health experiences.

Application for this course is required and only appropriate students will be selected. Enrollment is limited.

A. AZARPAZHOOH, STAFF

DEN487Y1 Dental Management for Cancer and Transplant Patients

This pass/fail course focuses on the preventative dental care provided to cancer and transplant patients to reduce the risk of significant adverse events arising from medical and cancer treatment. This includes, but is not limited to, the preventative dental care provided to patients undergoing: Head and neck radiation; Chemotherapy; CAR-T cell therapy; Autologous and Allogenic hematological transplants; Treatment with oncologic doses of bone modifying agents; Cardiac surgery; and Solid organ transplantation. Students will be engaged in critically reviewing the evidence that supports the efficacy of the preventative dental care

provided to cancer and transplant patients; learn how to assess, treatment plan and safely provide general dental care for these patients before and after treatment; and the appropriate timing of dental treatment. The course consists of 6 lectures, a treatment planning seminar and clinical rotation in the department of dental oncology at Princess Margaret Cancer Centre.

E. WATSON, STAFF

International Dentist Advanced Placement Program

Admission Information

The International Dentist Advanced Placement Program is a special university program held over six months. After successful completion of this program students are admitted into and fully integrated into the third year of our four year Doctor of Dental Surgery Program, leading to a degree. The program is intended for graduates of non-accredited dental programs, i.e. educational programs that have not been recognized by the Commission on Dental Accreditation of Canada (CDAC) or the American Dental Association Commission on Dental Accreditation. Upon successful completion of the International Dentist Advanced Placement Program, the third year and fourth year of the DDS program and the NDEB examinations, the candidate will be eligible for licensure/ registration as a dentist. Once admitted into the third year of the DDS program, the rules of the DDS program apply.

The following admission guidelines apply to all applicants. Please consult the Faculty of Dentistry website for complete information at: www.dentistry.utoronto.ca.

To be eligible for admission into the International Dentist Advanced Placement Program applicants must:

- Have completed a minimum four-year University dental program, not recognized by the CDAC.
- Achieve a minimum overall grade point average of 3.0 (4.0 scale) for all dental coursework.
- Be a Canadian citizen or have permanent residency status in Canada by the July 2nd application deadline. International Students are not eligible to apply to this program.
- As English is the primary language of instruction and communication at the University of Toronto, applicants must demonstrate an adequate level of proficiency in English, regardless of their citizenship status or country of origin. Applicants from universities outside Canada where English is not the primary language of instruction must provide results of an English language proficiency examination as part of their application. Tests must have been taken within the last 24 months at the time of submission of their application. Acceptable proof of English facility must be submitted by the application deadline (July 2). Official test scores must be sent by the testing agency directly to the University of Toronto. Our institution code is 0982. The following tests are recognized:
 - a) Test of English as a Foreign (TOEFL): The Minimum requirement is TOEFL PBT - total score 600 + 5.0 on TWE and for TOEFL IBT - total score 100 + 22 on Writing.
 - b) Michigan English Language Assessment Battery (MELAB): The minimum requirement is an overall score of 85, with no part below 80.
 - c) International English Language Testing System (IELTS) Academic Module: The minimum requirement is an overall band of 6.5, with no band below 6.0.
 - d) The Certificate of Proficiency in English (COPE): The minimum requirement is an overall score of 86, with 32 in Writing and 22 in each of the Reading and Listening sections.

- e) Academic Preparation ESL, School of Continuing Studies, University of Toronto: The minimum requirement is a grade of 'B' at the 60/Advanced level.
- Write the Advanced Dental Admission Test (ADAT) administered by the American Dental Association (ADA) prior to the July 2nd application deadline, and to arrange for their results to be forwarded directly to the Admissions Office. The AFK exam must have been taken within the last three years at the time submission of your application.

To register for the ADAT contact:

The American Dental Association

211 East Chicago Avenue

Chicago, IL

60610-2678

Telephone: (312) 440-2500

Email: msc@ada.org

Web site: <https://www.ada.org/education/testing/exams/advanced-dental-admission-test-adat>

How to Apply

To apply to the International Dentist Advanced Placement Program you must complete the online **application form** from the Faculty of Dentistry website. In addition to the online application form the following documents must be received by the **July 2nd** application deadline:

- Non-refundable application service fee of \$ 275.00 CDN payable to the University of Toronto. Payment may be made by credit card, bank draft, or money order. We do not accept personal checks or cash.
- Proof of citizenship (if applicable), i.e. Canadian citizenship or permanent resident status (photocopy only). This document can be mailed directly, faxed to: (416) 979-4944 or sent via e-mail to: admissions@dentistry.utoronto.ca.
- Proof of English facility (if applicable) sent directly by the testing agency to the University of Toronto.
- A notarized copy of your dental school diploma accompanied by a notarized English translation, if applicable.
- A notarized copy of your dental school marks accompanied by a notarized English translation, if applicable.
- A photocopy of your ADA Advanced Dental Admission Test (ADAT) results.
- Applicants who are submitting documents in a name other than that shown on the application must submit proof of name change with the application. A notarized copy of one of the following is acceptable: marriage certificate or Change-of-Name Order issued by an Ontario Court Judge, or by another court of competent jurisdiction.

Admission documents need to be mailed to the following address:

Admissions Office
Faculty of Dentistry
124 Edward Street, Room 104
Toronto, ON M5G 1G6, Canada

Interviews

By the end of September each year shortlisted applicants will be invited for an interview based on their potential as shown by their academic achievement and AFK scores. Those not invited for an interview will be informed at this time as well. The interviews are held on one weekend at the end of October each year.

Selection and Notification of Applicants

The selection of applicants is made by the Undergraduate Admission Committee that reports directly to the Council of the Faculty of Dentistry. The criteria for selection are established by the Admission Committee and approved by Faculty Council. Final offers for admission to the IDAPP program will be made to selected members of this group of interviewed applicants and will be based upon academic achievement, ADAT scores and the results of the interview process. In making its decisions the Committee takes all of this information into consideration. In mid-November, interviewed applicants will be notified by e-mail of the decision made by the Committee with respect to their application. The decision of the Faculty of Dentistry concerning admission into the International Dentist Advanced Placement Program is final. No appeal mechanism exists.

Applicants who have previously failed in University Education

Applicants who have been required to withdraw by a dental school for academic or other reasons will normally be ineligible for admission to the International Dentist Advanced Placement Program.

Transfer within Canada

Requests for transfer from other Advanced Standing Programs will not be accepted.

Applicants with a Communicable Disease

All Faculty of Dentistry students are expected to be in a state of health such that they may participate in the academic program, including patient care, without posing a risk to themselves or to others. Students with a communicable disease may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others. Such a health or safety hazard, if protracted, may preclude them from participation in clinical work essential to the satisfactory completion of their program of study. The health status of all students shall remain confidential. Registration status for HBV Carriers remains CONDITIONAL until the Expert Panel on Infectious Diseases reviews their case.

Advising

All incoming students will have the opportunity for orientation advising to discuss student services, financial assistance, enrolment procedures, housing and other concerns. Appointments may be arranged through the Admissions Office.

Admission Deposit

A \$2000 CDN non-refundable deposit will be required from each applicant granted admission. It will be applied to the fees providing he/she register.

Regulations Governing the International Dentist Advanced Placement Program

Note: The regulations in the [Academic Rules and Regulations](#) section of this Calendar apply to students in the International Dentist Advanced Placement Program.

The program and degree regulations given in Regulations Governing the Doctor of Dental Surgery Program of this calendar also apply to the International Dentist Advanced Placement Program in Dentistry with the substitution of 'International Dentist Advanced Placement Program' for 'DDS program' and the appropriate reduction in the number of years. However, items # 4, 5, 11 do not apply; appropriate versions of these sections follow.

Courses

Students will take all courses and examinations of the program at the times set by the Faculty and under the direction of the Faculty staff.

The courses of the curriculum are divided into two broad categories—didactic and clinical. Didactic includes all lectures and some laboratories and preclinical courses, and will be delivered in a synchronous or asynchronous method of delivery. Synchronous courses denote live attendance, while asynchronous courses can be done at a student's convenience, suited to their own schedule (while time is allotted in the schedule for both synchronous and asynchronous courses, asynchronous course content will be uploaded the day of the course). Clinical comprises the preclinical laboratory courses of First and Second Years (Restorative Dentistry, Biomaterials, Endodontics, Orthodontics, Pediatric Dentistry and Prosthodontics) and all clinical work in Third and Fourth Years.

All courses involving technical procedures must be completed in the Faculty laboratories under the direction of the staff in accordance with the regulations laid down by the programs concerned.

The University of Toronto IPE Curriculum/ Program

Interprofessional Education (IPE) occurs when students from two or more professions learn about, from and each other to enable effective collaboration and improve health outcomes. Dental students interact with ten other health professional programs (medical radiation sciences, medicine, nursing,

occupational therapy, pharmacy, physician’s assistants, kinesiology and physical education, physical therapy, social work and speech-language pathology) in mandatory and elective activities focused on the development of specific values and core competencies. The knowledge, skills, behaviours and attitudes developed through the IPE curriculum/program will enable students to provide collaborative patient/client-centered care in an interprofessional context.

There is one mandatory IPE learning activity during the IDAPP program – “Conflict in Interprofessional Life”. IDAPP students can also sign up for IPE electives from the IPE calendar. Any electives taken during IDAPP will count towards the students IPE activities during 3rd and 4th year of the DDS program.

Exemptions

No exemptions from courses will be permitted to students registered in the International Dentist Advanced Placement program.

Promotion

Following successful completion of the program, students will be invited to register into the third year of the D.D.S. program.

IDAPP CURRICULUM

IDAPP							
Course No.	Course Title	Lecture hours	Seminar hours	Lab/Preclinical hours	Clinic hours	Total hours	Course weight
DPP105H1	Biomaterials	23	0	0	0	23	0.25
DPP111H1	Dental Public Health	46	0	0	0	46	0.5
DPP123H1	Biological Basis of Oral Health/Disease	30	0	0	0	30	0.25
DPP128H1	Periodontics	23	0	0	30	53	0.5
DPP132H1	Pharmacology	32	0	0	0	32	0.25
DPP138Y1	Prosthodontics*	25.5	0	59.5	0	85	0.5
DPP141H1	Oral and Maxillofacial Radiology	14	0	0	4	18	0
DPP144Y1	Restorative Dentistry (preclinical)	0	0	0	123.5	123.5	0.5
DPP165H1	Restorative Dentistry (didactic)	32.5	0	0	0	32.5	0.25
DPP200H1	Anaesthesia	14	0	5	5	24	0.25
DPP202H1	Communication Skills	0	6	0	0	6	Pass/Fail
DPP208H1	Endodontics	30.5	0	54	0	84.5	0.5
DPP219H1	Medicine and pathology	21	0	0	0	21	0.25
DPP222H1	Orthodontics	16	28	0	28	72	0.5
DPP223H1	Pediatric Dentistry	14	0	19.5	0	33.5	0.25
DPP249H1	Ethics, Professionalism, Law I**	0	10	0	0	10	Pass/Fail
DPP256Y1	Oral Diagnosis and Oral Medicine	22.5	12	0	18	52.5	0.25
	Total	341.5	56	153	190.5	741	5

*# hours tentative

**Online seminars

Course Descriptions: International Dentist Advanced Placement Program

The International Dentist Advanced Placement Program is an intense six months preclinical program. This period includes a series of lectures in a selected group of Clinical Science and Biological and Diagnostic Science subjects.

DPP105H1 Biomaterials

The lectures are designed to provide background knowledge of dental materials science that is required to understand how chemistry and structure of materials affect their physical and mechanical properties, and clinical application and performance. The lectures also include a comprehensive review of the relationship between dental materials structure, properties, performance, and biocompatibility.

Y. FINER, STAFF

DPP111H1 Dental Public Health

In this course students will study Canada's oral health and learn the principles of evidence-based health care. The course will include epidemiological concepts and the strength of study designs, the epidemiology of dental conditions in Canada and the determinants of oral health, descriptions of the Canadian health and dental care delivery systems, and an overview of current issues in dental health care in Canada. In a second section students will learn the principles of clinical epidemiology and then work in small groups to complete an evidence-based report on a selected topic. Please refer to DEN207H1 Dental Public Health II for further information on the second section of this course.

A. AZARPAZHOOH, STAFF

DPP123H1 Biological Basis of Oral Health and Disease

This review course is designed to provide the incoming international dentist with a review of the current knowledge on oral health and disease mechanisms. Since research in this area is proceeding rapidly, guest lecturers, most of whom are clinicians, are asked to provide the students with a brief review of the basic mechanisms of health and disease. They are also asked to bring students up to date regarding how far various scientific fields relating to oral health and disease have advanced.

There are 14 lectures on topics ranging from the histology of soft tissues, the biochemistry of mineralized tissues, oral bacterial ecology, immunity, and oral physiology. Upon completion of the course, students will have an understanding of the basic concepts that will help them prepare for the other didactic courses in the IDAPP.

G. KULKARNI, STAFF

DPP128H1 - Periodontics

The didactic lecture series centers on the pathogenesis, pathology, diagnosis and approaches to therapy for the various periodontal diseases. The preclinical module teaches the fundamental skills in scaling technique, instrumentation and instrument sharpening. In the clinical component students exam, chart, diagnose, treatment plan patients and also perform scaling, root planing and oral hygiene instruction.

J. LAI, STAFF

DPP132H1 Pharmacology

This course provides an up-to-date review of the core areas in pharmacology. It focuses on the principles of clinical pharmacology and selected systems and topics relevant to the therapeutic management of patients in dental practice. Topics include overview of pharmacokinetics and pharmacodynamics, respiratory, cardiovascular, central nervous system, antimicrobials, anticoagulants, pain management, use of online medical resources and drug databases, and drug regulations in Canada. Clinically relevant case studies are included, and students have an opportunity to work in small groups.

J. LANÇA, STAFF

DPP138Y1 Prosthodontics

This course takes into consideration that students have prior experience in prosthodontics. The course consists of a didactic component and a preclinical practical component carried-out on manikins and stone models. The overall goals are to maximize students' knowledge and understanding of the multiple dimensions of prosthodontics and the restoration of oral functions, and build their clinical skills, professional behaviour and attitude that are required for successful treatment of patients in subsequent years. The course covers aspects of fixed and removable prosthodontics including diagnostic procedures, treatment planning and technical solutions for patients who require replacement of missing teeth and the restoration of function with fixed and/or removable prostheses including, acrylic and cast removable partial dentures, conventional and implant-supported complete dentures, short-span conventional fixed prostheses and single implant-supported crowns. Students will learn principles of treatment planning and the application of biomechanical principles in prostheses design, taking into consideration physiological factors and potential risks and benefits to each individual patient. Students must attend all lectures, laboratory and clinical sessions, and must come prepared to all laboratory sessions. Knowledge and clinical competency of students are tested via written quizzes and tests, and practical exam and assignments.

L. AVIVI-ARBER, STAFF

DPP141H1 Oral and Maxillofacial Radiology

Lectures and seminars introduce the student to the principles of radiation physics and hygiene, biology, radiographic imaging modalities, technique and the interpretation of normal anatomy and its variations, including common diseases affecting the teeth and jaws. Clinical sessions provide students with the opportunity to learn and practice intra-oral imaging techniques incorporating infection control protocol, utilizing the two digital imaging systems (CMOS and Photostimulable Phosphor receptors). Radiographic interpretation is introduced reinforcing lecture material.

M. CASH, STAFF

DPP144Y1/DPP165H1 Restorative Dentistry

This course consists of two components, a didactic component and a practical (preclinical) component. The objectives of this course are to review current restorative treatment principles and procedures with the participants and ensure that they are at the level of competency required before they can treat patients on the clinical floor. The course covers all the aspects of cavity preparation and restoration for both the direct and indirect techniques (both intra- and extracoronal). It involves reviewing methods of diagnosis of initial and recurrent caries and introducing state of the art management regimes and procedures for carious- and endodontically-treated teeth. For the practical component of this course a clinical stimulation set-up is used in order to optimize proximity to the real situation. Teaching in the laboratory is conducted in small groups of participants (no larger than 9) each allocated to one instructor.

At the culmination of this course, participants are expected to have reached a competency level in both didactic and preclinical restorative dentistry to enable them to proceed to patient treatment on the clinical floor. Participant must pass examinations in both the didactic and practical components of this course independently.

S. CHOW, STAFF

DPP200H1 Anaesthesia

This course broadly divides into two sections to discuss regional anaesthesia in dentistry. The first part of the course discusses specific injection techniques covering all intra-oral sites for dental procedures in the maxillary and mandibular arches, the complications arising from injections, and the required armamentarium. The second part of the course provides an in-depth discussion of the pharmacology of local anaesthetics, and how to use them safely and effectively. Students have the opportunity to practice these injection techniques on each other in a clinical session.

P. NKANSAH, STAFF

DPP208H1 Endodontics

This course offers the student didactic and preclinical experiences designed to establish the student's basic knowledge of the nature, the diagnosis and the treatment of pulpal and periapical disease. The didactic and preclinical courses are given during the winter and spring terms. The goal of this course is to acquire knowledge and preclinical skills equal to those of second year DDS students. The didactic component commences with an overview of the endodontic disease and associated therapies. Later it provides more comprehensive review of the Pulpal and periapical physiology, pathology and diagnosis of healthy and diseased endodontium. A portion of the course is dedicated to the understanding, prevention and treatment of the Endodontic emergencies and Traumatic injuries of the teeth. The preclinical component is mostly directed towards preparing the student to perform basic clinical endodontic procedures prior to entering the clinics in third year.

G. MALKHASSIAN, STAFF

DPP219H1 Medicine and Pathology

The course is designed to provide basic knowledge of common medical conditions, reviewing the etiology, pathogenesis, pathologic and clinical features of each condition. The purpose of the course is to understand the pathologic basis of the medical condition, how it may impact the patient's health, how the illness presents clinically at the bedside, and to develop an approach to treating patients with chronic medical conditions. The relevance of these conditions on the practice of dentistry is emphasized throughout the course. The course builds upon content learned in Basic Disease Mechanisms and Pharmacology but provides a more clinical perspective. The lectures are complemented with three problem-based learning seminars revolving around real-life scenarios that may be seen in dental practice.

D. CHUGH, STAFF

DPP222H1 Orthodontics

This orthodontic course comprises lectures, preclinical seminars, and diagnostic case analyses and runs concurrently with the DEN222H1 Orthodontics course taught in the 2nd DDS year. The objective is to teach students to recognize and diagnose the various forms of malocclusion, and understand the etiologic factors associated with the genesis of orthodontic abnormalities. Cephalometric and model analyses are studied as the basis for providing knowledge of normal and abnormal facial development. Students participate in lectures, case analysis seminars and preclinical diagnostic exercises designed to

prepare them for future clinical practice. Student progress and performance are evaluated through cephalometric and model analysis competency tests, a term test, case analysis and presentation of assigned sets of diagnostic records and a final examination.

S. SURI, STAFF

DPP223H1 Pediatric Dentistry

This course consists of a didactic and clinical component which is designed to introduce the student to the fundamental principles and philosophies as they pertain to dentistry for children in order to prepare the students for entry into the Clinical Core Program in Pediatric Dentistry. The didactic component will include lectures and laboratory sessions on restorative dentistry for the primary dentition. The didactic component will include a basic overview of dentistry for children including early childhood care and prevention, development of the occlusion, introduction of the child to the clinic which includes information on the administration of local anesthesia, application of rubber dam, and intra oral radiography.

P. ANDREWS, STAFF

DPP256H1 Oral Diagnosis and Oral Medicine

A course of lectures, seminars and clinical sessions introduce the student to a system of diagnosis of dental and oral disease. Emphasis is placed on methods of history taking, examination, patient evaluation and management. This will include the evaluation and dental management of healthy patients as well as medically compromised patients. Students will learn the impact of medical conditions on treatment planning and provision of dental care.

K. BURGESS, R. BLACK, STAFF

Graduate Degree Programs

Note: The general regulations listed in the **Academic Rules and Regulations** (page 191) section of this Calendar apply to all graduate students registered in the Faculty of Dentistry.

Graduate Faculty 2022-23

Associate Dean, Graduate Education

E. Lam

Graduate Faculty

Agur, A.

Grynpas, M.

Aubin, J.

Haas, D.

Avivi-Arber, L.

Hinz, B.

Azarpazhooh, A.

Kenny, D.J.

Bozec, L.

Kishen, A.

Bressman, T.

Lam, E.

Carneiro, K.

Lawrence, H.P.

Casas, M.J.

Lévesque, C.

Casper, R.F.

Magalhaes, M.

Cvitkovitch, D.G.

Manolson, M.F.

Davies, J.E.

McCulloch, C.A.G.

Dempster, L.

Moayed, M.

Deporter, D.A.

Moriarty, T.

Finer, Y.

Peel, S.

Ganss, B.

Prakki, A.

Glogauer, M.

Quiñonez, C.

Gong, S-G.

Santerre, J.P.

Sessle, B.J.

Seth, A.

Sherman, P.

Shrestha, A

Simmons, C.

Sone, E.

Tenenbaum, H.C.

Associate Members (* for those with Restricted membership)

Albaghdadi, H.*

De Souza, G.M.*

Andrews, P.

Dickson, B.

Barnett Foster, D.

Dosani, F.*

Barrett, E.

D'Souza, N.*

Baldan, N.*

Fisher, D.*

Barzilay, I.

Freeman, B.

Basrani, B.

Garisto, G.*

Benzian, H.*

Goldberg, M.

Blanas, N.*

Holden, A.*

Boutis, K.*

Huang, B.*

Bradley, G.

Iglar, K.*

Caminiti, M.

Judd, P.L.

Campbell, K.*

Kulkarni, G.

Carmichael, R.

Lai, J.

Cassim, M.N.*

Lança, A.J.*

Cherkas, P.

Laporte, A.

Chvartzaid, D.

Leong, I.

Chugh, D.*

Li, F.C.*

Cioffi, I

MacMillan, R.

Cuddy, K.*

Malkhassian, G.*

Daskalogiannakis, J.

McComb, R.J.

Mendes, V.
Metaxas, A.
Moharir, M.*
Nainar, H.
Nkansah, P.*
Nargaski, N.*
Ouanounou, A. *
Perschbacher, S.
Posluns, J.*
Principi, T.*
Psutka, D.
Ravaghi, V.*
Sectakof, P. *
Selvaganapathy, R. *
Seminowcz, D.*
Shojaei, A. *
Shokati, B.*
Singhal, S.
Somogyi-Ganss, E.
Stevens, K.
Suri, S.
Sutherland, S.
Tam, L.E.
Tenn-Lyn, N*
Thang, T.*
Vendittelli, B.*

Watson, E.*
Wong, M.
Yarascavitch, C.
Mock, D.
Pilliar, R.M.

Emeriti Members

Dao, T.
El-Badrawy, W.
Ellen, R.P.
Fenton, A.
Liebgott, B.
Mayhall, J.T.
McComb, D.
Ross, R.B.
Sigal, M.J.
Titley, K.
Watson, P.A.
Zarb, G.A.
Tompson, B.D.
Wood, R.E.

Introduction

Research-Based Thesis Programs

The Faculty of Dentistry offers a graduate program leading to either a Master of Science or Doctor of Philosophy degree. This graduate program appeals to:

1. Applicants who have a degree in dentistry and who are pursuing research training and advanced clinical education leading to qualification in one of ten dental specialties; and
2. Applicants, both dentists and non-dentists, who are pursuing graduate research training without advanced clinical education.

Consequently, both the Master of Science and the Doctor of Philosophy degrees have a common core of course work and consist of three options, with each having varying additional research and training requirements. The Faculty's Funding Policy requires that all doctoral stream graduate students (M.Sc. and Ph.D. students who are not undertaking concurrent specialty training) receive base funding support from scholarships, awards and supervisor support equivalent to \$17,000 plus doctoral stream tuition plus fees for a maximum of 2 years for M.Sc. students. Funding for Ph.D. students that have not yet successfully completed their Qualifying Examination is in the amount of \$17,000 plus doctoral stream tuition plus fees and for Ph.D. students that have completed their Qualifying Examination, funding increases to \$18,500 plus doctoral stream tuition plus fees. Funding for Ph.D. students is guaranteed for a maximum of 5 years.

Ph.D.

Students in the Ph.D. program involving research training will undertake customized advanced study and research requiring a minimum of four years full-time attendance. Minimum course requirements include the course Research Methods & Dissemination (DEN1101H); Graduate Research Dissemination Seminars (DEN1100H); Research Ethics (DEN1010H); plus an additional 2.5 full course equivalents (FCE) that includes the course Introduction to Biostatistics (DEN1015H); submission of a thesis, which constitutes a distinct contribution to knowledge in the field. After 12 months and within 24 months of starting a Ph.D. program, candidates will be expected to pass a qualifying oral examination to demonstrate an adequate capacity for dental research through previous work and a thesis proposal.

M.Sc.

The program will ordinarily require one year of full-time registration; however, it is the Faculty's expectation that students will normally remain in full-time attendance on campus to enable full participation in departmental activities for two years. The first year of the program will include development of a research project and proposal, and course work, while the second year will be devoted largely to research and thesis completion and defense. Course work will normally include, as a minimum, fulfillment of the requirements of Graduate Research Dissemination Seminars (DEN1001H); Research Ethics (DEN1010H); Research Methods & Dissemination (DEN1101H); and successful completion of an additional 1.5 full course equivalents (FCE) that includes the course Introduction to Biostatistics (DEN1015H). Permission for part-time studies may be given if the proposed research is determined to be

of a nature that can best be accommodated by part-time studies. No funding is provided for part-time students. Information on Ph.D. and M.Sc. doctoral-stream programs and regulations are found in the Calendar of the School of Graduate Studies.

Research-Based Programs Including Specialty Training

M.Sc. – Thesis option is offered for dental graduates seeking advanced training in a clinical specialty as well as training in research. The program requires two to four years of full time registration, depending upon the clinical specialty, and involves completion of an original research project culminating in an oral defense of a written thesis, and completion of clinical and didactic coursework requirements as necessary to meet requirements for the degree that includes successful completion of the courses Clinical Epidemiology and Evidence-Based Care (DEN1014H); Introduction to Biostatistics (DEN1015H); Research Ethics (DEN1010H); Research Methods & Dissemination (DEN1101H); and Graduate Research Dissemination Seminars (DEN1001H). Upon completion of all program requirements students are eligible for the graduate degree, and for Specialty, Fellowship, or Board Certification in the chosen dental specialty.

M.Sc. – Coursework only option is offered for dental graduates seeking advanced training in a clinical specialty in which additional coursework is undertaken as an alternative to a thesis. It is offered at the discretion of the Graduate Specialty Program Director. Admission, to the M.Sc. (Dental Public Health) coursework only option, may be granted to dental hygienists with a 4 yr B.Sc. degree with dental hygiene credentials.

This program requires two to four years of full time registration, depending upon the clinical specialty, entails completion of all clinical and didactic coursework necessary for the chosen specialty that includes successful completion of the courses Clinical Epidemiology and Evidence-Based Care (DEN1014H); Introduction to Biostatistics (DEN1015H); Research Ethics (DEN1010H); Research Methods & Dissemination (DEN1101H); and Graduate Research Dissemination Seminars (DEN1001H) along with three half-courses (1.5 FCE) in clinical, epidemiological, or basic science research methodology appropriate for clinical or public health practice. In addition, preparation; completion; and oral defense of a one-half course weighted Research Practicum (DEN1061H). Upon completion of all program requirements students are eligible for the graduate degree. Graduands with the exception of dental hygienists, are eligible for Specialty, Fellowship, or Board Certification in the chosen dental specialty.

Program Transfer – M.Sc. to Ph.D.

M.Sc. students pursuing either of the M.Sc. doctoral-stream, and the M.Sc. specialty-thesis option, who are demonstrating excellent progress in all facets of their program, may apply to transfer from the M.Sc. to the Ph.D. degree. Transfer examination timeframes vary according to the M.Sc. option being pursued, usually between 12 to 24 months from program commencement. Part-times students are not eligible to transfer to the Ph.D. program.

Ph.D. Specialty thesis option

Offered for exceptional dental graduates seeking advanced training in a clinical specialty as well as training in research at the Ph.D. level. The purpose of this program is to train clinician/scientists who aspire to teaching and research careers in oral health sciences. The program involves completion of an original research project culminating in an oral defense of a written thesis, completion of the courses Research Methods & Dissemination (DEN1101H); Graduate Research Dissemination Seminars (DEN1100H); plus an additional 1.0 full course equivalent (FCE) pertaining to the research component of the program, together with completion of clinical and didactic course work requirements as necessary for the chosen clinical specialty that includes successful completion of the courses Clinical Epidemiology and Evidence-Based Care (DEN1014H), Research Ethics (DEN1010H) and Introduction to Biostatistics (DEN1015H). After 12 months and within 24 months of starting a Ph.D. program, candidates will be expected to pass a qualifying oral examination to demonstrate an adequate capacity for dental research through previous work and a thesis proposal.

These programs meet CDA educational accreditation guidelines for eligibility for Specialty, Fellowship or Board Certification in the dental specialties listed below. This applies to registrants in all specialty programs with the exception of Dental Hygienists registered in the M.Sc. (Dental Public Health) Coursework only option:

- Dental Anaesthesia
- Dental Public Health
- Endodontics
- Oral and Maxillofacial Pathology & Oral Medicine
- Oral and Maxillofacial Pathology
- Oral Medicine
- Oral and Maxillofacial Radiology
- Orthodontics and Dentofacial Orthopedics
- Oral and Maxillofacial Surgery
- Pediatric Dentistry
- Periodontics
- Prosthodontics

All programs are a minimum of three years, except Dental Public Health, (2 years) Oral Pathology & Oral Medicine, and Oral & Maxillofacial Surgery (4 years). The M.Sc. Specialty program has a prescribed timetable, whereas the Ph.D. Specialty thesis option is individualized.

It should be noted that the University of Toronto degree does not in itself confer the right of certification as a specialist. In Ontario, this is the prerogative of the Royal College of Dental Surgeons of Ontario, to which all questions regarding certification should be addressed (see Section of this Calendar entitled “License for Dental Practice”).

Students (with the exception of Dental Hygienists) enrolled in a clinical specialty program must not only meet the minimum requirements set out above, but in addition, in an extended residency period, must meet the requirements demanded for specialty certification.

Statement of Good Academic Standing

A student is considered to be in “good academic standing” when they maintain the requirements of minimum grade performance in coursework (B-) **with no failed (FZ or NCR) grades** and meet at least once per academic year (July 1 to June 30) with their Graduate Advisory Committee and have submitted an Advisory Committee Report to the Student Services Office within 48 hours of the Committee meeting for review by the Associate Dean for Graduate Education. **A student who encounters difficulties arranging a meeting of this Committee should consult the Student Services Office in advance of the relevant deadline for doing so. A student who, through his or her own neglect, fails to meet with their Advisory Committee in a given academic year will be considered to have received an unsatisfactory progress report from the Committee.** *Failure to maintain good academic standing may result in various sanctions, including ineligibility for financial assistance and lowest priority for bursaries and assistantships.*

Should a student receive two failed (FZ or NCR) grades or two unsatisfactory Advisory Committee meeting reports, the Associate Dean for Graduate Education in consultation with the supervisor may recommend to the School of Graduate Studies the termination of registration.

Admission

Candidates will be accepted under the general regulations of the School of Graduate Studies. Eligible applicants must have either a dental degree or a 4-year Bachelor’s degree with a B+ or 3.30 GPA (MSc program) or a A- or 3.70 GPA (PhD program) standing in the final year, or possess equivalent qualifications. Applicants to one of the specialty training programs must have a B+ or 3.30 GPA in the final year of their dental degree.

The selection of applicants will be subject to availability of supervision, funding and facilities, and to the applicant’s suitability for the program sought.

Application Deadlines for M.Sc./Ph.D. Specialist Dental Training programs:

June 1 (year preceding admission)

Endodontics

Periodontics

August 1 (year preceding admission)

Oral and Maxillofacial Surgery

Prosthodontics

September 1 (year preceding admission)

Dental Anaesthesia

Oral and Maxillofacial Pathology
Oral Medicine
Oral and Maxillofacial Pathology & Oral Medicine
Oral and Maxillofacial Radiology
Orthodontics and Dentofacial Orthopedics
Pediatric Dentistry

January 15 (year of admission)

Dental Public Health (first application deadline)

Only under exceptional circumstances will applications received after the closing dates be considered.

Enrolment to these programs is limited and is normally as follows:

Dental Anaesthesia -- 2
Dental Public Health -- 5
Endodontics -- 3
Oral and Maxillofacial Pathology/Oral Medicine/Oral and Maxillofacial Pathology & Oral Medicine -- 1
Oral and Maxillofacial Radiology -- 2
Orthodontics and Dentofacial Orthopedics -- 4
Oral and Maxillofacial Surgery -- 3*
Pediatric Dentistry -- 4
Periodontics -- 3
Prosthodontics -- 2

*Annual enrolment is 2 Ministry of Health (MOH) funded students and 1 International Non MOH funded student with full Government/ Home University financial support.

Applicants who have been accepted to these programs are required, immediately on acceptance, to pay a \$2,000 deposit, which will be credited against their fees upon registration.

Facility in English

As English is the primary language of instruction and communication at the University of Toronto, applicants must demonstrate an adequate level of proficiency in English, regardless of their citizenship status or country of origin. Applicants from universities outside Canada where English is not the primary language of instruction must provide results of an English language proficiency examination as part of their application. Tests must have been taken **within the last 2 years** at the time of submission of their application. Acceptable proof of English facility must be submitted by the application deadline. Official test scores must be sent by the testing agency directly to the University of Toronto. Our institution code is 0982. The following tests are recognized:

- a) Test of English as a Foreign (TOEFL): The Minimum requirement is TOEFL PBT - total score 580 + 5.0 on TWE and for TOEFL IBT - total score 93 + 22 on Writing/Speaking.
- b) Michigan English Language Assessment Battery (MELAB): The minimum requirement is an overall score of 85.
- c) International English Language Testing System (IELTS) Academic Module: The minimum requirement is an overall band of 7.0, with no band below 6.5.
- d) The Certificate of Proficiency in English (COPE): The minimum requirement is an overall score of 76, with 32 in Writing and 22 in each of the Reading and Listening sections.
- e) Academic Preparation ESL, School of Continuing Studies, University of Toronto: The minimum requirement is a grade of 'B' at the 60/Advanced level.

Note: We will not exempt from English facility testing any applicant who studied in English in a country where the primary language is not English.

The Faculty will exempt from English Facility testing for any student who has completed a degree at a recognized university in one of the following countries: Australia, Barbados, Botswana, Ghana, Guyana, Hong Kong, Ireland, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Namibia, New Zealand, Nigeria, Papua New Guinea, Sierra Leone, Singapore, South Africa, Swaziland, Tanzania, Trinidad and Tobago, Uganda, United Kingdom, United States of America, Zambia, and Zimbabwe.

How to Apply

To apply to the graduate program with Dental Specialty training applicants must complete the online application form from the School of Graduate Studies website at: <https://apply.sgs.utoronto.ca/>. In addition to the online application form the following documents must be received by the Admissions Office by the application deadline:

- Non-refundable application service fee of \$ 290.00 CDN payable to the University of Toronto. Payment must be made by credit card.
- A statement outlining your interest in the program. Include information on your background, interest, aptitude and ability for the Specialty Program. If available include information on the research project you wish to pursue.
- A Curriculum Vitae or Resume.
- Official transcripts of your academic record from each university attended are required for admission. Applicants who attended universities outside North America must provide notarized English translations to accompany all foreign documentation not written in English. It is the applicant's responsibility to arrange for transcript(s) to be sent directly from their institution to the Admissions Office. Academic records must be enclosed in an envelope provided by the institution(s) concerned and sealed or signed across the back of the envelope. Do not open. University of Toronto students applying to the dentistry program do not need to send in their official University of Toronto transcripts. We will download them from ROSI.

For applicants who attended a DDS/DMD program where only Pass/Fail grades are provided on the official transcript, please also include the following additional items in your application:

- i) A letter from the Dean or his/her designate that includes the applicants individual course grades or final grade point averages for all years of study. This letter should also include the applicant's class rank, if available.
- ii) The names and contact information (e-mail and/or telephone number) of 2 additional referees that we may contact to enquire about your didactic and/or clinical performance. Formal letters are not required from these individuals.

If academic records are interim pending completion of studies in progress, official final academic records indicating that the degree has been conferred must be submitted to the Admissions Office as soon as possible and before admission can be finalized. The School of Graduate Studies includes instructions about clearing these conditions on the Offer of Admission.

- At least TWO supporting letters of reference are required. If referees are submitting hard copies of their reference letters, ask your referees to enclose the letter (there is no departmental form to be completed) of reference in a sealed envelope with a signature across the seal.
- Proof of English facility (if applicable) sent directly by the testing agency to the University of Toronto.
- For international students proof of sufficient funding for the duration of the intended program of study is required. Documentation is to be prepared and submitted by your financial institution or financial sponsor.

Applicants to the M.Sc. or Ph.D. degree programs with specialty training in Dental Anaesthesia are required to register with the Postgraduate Dental Matching Program.

The online application allows applicants to manage and submit all the required admissions documents listed above. All documents may be submitted together with your online application electronically, or hard copies can be submitted directly to the Admissions Office at:

Admissions Office
Faculty of Dentistry
124 Edward Street, Room 104
Toronto, ON M5G1G6
Canada

NOTE: Hard Copies of all transcripts together with all transcript keys from all post-secondary institutions attended must be submitted in sealed envelopes from the issuing institution(s) directly to the Admissions Office at the Faculty of Dentistry before the application deadline even if you upload an electronic copy of your transcript to your online application.

Selection and Notification of Applicants

The selection of applicants is made by the Graduate Admission Committee from each corresponding dental department. Shortlisted applicants will be invited for an interview based on their potential as shown by all their application documents. Those not invited for an interview will be informed as well. Interview notifications are sent out as follows:

- Late August for programs in Endodontics and Periodontology.
- Late November for all other programs.
- Late April for the program in Dental Public Health.

A \$2000.00 (CDN) deposit will be required from each applicant granted admission. It will be applied to the fees providing he/she registers.

Registration and Requirements

Students must register at the School of Graduate Studies at the times prescribed by the School and must also register at the Faculty of Dentistry. Students attending during the May-August period will be required to complete their registration at the time the program starts. Students whose programs are incomplete at September 28 of the final program year are required to re-register and pay per term fees in September, at the beginning of a new academic year.

Graduate Student Certificate (License)

Candidates enrolled in a clinical specialty program must hold a General Certificate (License) or obtain a Graduate Students Certificate (License) from the RCDSO. Candidates must maintain current RCDSO certification for the duration of the program of study and bear all associated costs.

Clinics Associated with the Faculty

Due to liability issues, students working in a Faculty clinic must be supervised by a Faculty member at all times whenever they are treating patients and all work must be done within normal clinic hours. Students who disregard this regulation will be subject to suspension from the clinics.

Applicants with a Communicable Disease

All Faculty of Dentistry students are expected to be in a state of health such that they may participate in the academic program, including patient care, without posing a risk to themselves or to others. Students with a communicable disease may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others. Such a health or safety hazard, if protracted, may preclude them from participation in clinical work essential to the satisfactory completion of their program of study. The health status of all students shall remain confidential. Registration status for HBV Carriers remains CONDITIONAL until the Expert Panel on Infectious Diseases reviews their case.

CPR

All graduate students examining patients and/or rendering clinical treatment to them are required to show certification in CPR before they may register in the first year of their program. Annual certification in the CPR course is required before students will be permitted to register in subsequent years of their program. Overseas students who have difficulty satisfying the regulations in their first year of registration should consult with the Associate Dean of Graduate Education.

Attendance

All graduate programs are full-time unless specified otherwise and full-time attendance is required. Students may be employed outside the University only with the written permission of the supervisor and/or Graduate Specialty Program Director. Employment must be limited to a maximum of 10 hours per week in any term.

Vacation Policy

Graduate students are permitted to take up to 2 weeks' vacation time per academic year, in addition to the Winter Break, Reading Week and statutory holidays. In exceptional circumstances, additional time may be granted. Students must request the permission of their supervisor and/or Graduate Specialty Program Director in advance.

Health Protection Requirements

The general regulations regarding health protection apply to graduate and postgraduate students. See General Regulations in Section 8.

University of Toronto Policy on Official Correspondence with Students

The University and its divisions may use the postal mail system and/or electronic message services (e.g., electronic mail and other computer-based on-line correspondence systems) as mechanisms for delivering official correspondence to students. Students are responsible for maintaining and advising the University, on the University's student information system (currently ROSI), of a current and valid postal address as well as the address for a University-issued electronic mail account that meets a standard of service set by the Vice-President and Provost. Students are expected to monitor and retrieve their mail, including electronic messaging account(s) issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read.

Grading

SGS and Faculty of Dentistry Postgraduate Dental Education approved courses are graded as follows:

Letter	Numerical Grade	
<u>Grade</u>	<u>Scale Marks</u>	<u>Definition</u>
A+	90 - 100%	Excellent
A	85 - 89%	Excellent
A-	80 - 84%	Excellent
B+	77 - 79%	Good
B-	70 - 72%	Good
FZ	0 - 69%	Inadequate

Effective 2003-04, the SGS grading scale applies to all SGS and non-SGS courses undertaken. Failure to obtain a B- in any course in any M.Sc./Ph.D. program, may lead to termination of registration. Should a student be permitted to continue, he or she must repeat the relevant course, or an alternate course recommended by the Graduate Department of Dentistry and the School of Graduate Studies, and obtain a satisfactory grade. The FZ, as well as the report for the completed or alternate course will appear on the student's academic record.

Graduate Courses

GRADUATE COURSES OFFERED BY THE FACULTY TO MEET DEGREE REQUIREMENTS

DEN1001Y/DEN1100Y Seminars in Oral Health Sciences

(CR/NCR)

Seminars in Oral Health Sciences is required as part of the program for all M.Sc. and Ph.D. students at the Faculty of Dentistry. The course is designed to demonstrate research progress, develop, and enhance presentation skills to a large audience, field questions and chair a seminar session. As part of this program, students must also meet individually with an instructor from the University of Toronto Health Sciences Writing Centre, one to two weeks before their seminar to receive expert advice on presentation skills and the design of their presentation.

Requirements:

During the course of their program, M.Sc. students are required:

- To present one 20-minute seminar during the final year of their research.
- To submit online in Quercus a 250-words (max) abstract for their seminar at least a week ahead of their presentation to be circulated.
- To present one poster at the Faculty of Dentistry Research Day
- To complete an anonymized peer-evaluation to be submitted online in Quercus after each session attended
- To chair one session.

During the course of their program, Ph.D. students are required

- To present at the 3-minute thesis event during their 1st, 2nd year and 3rd year.
- To presents two 20-minute seminar.
- To present two posters at the Faculty of Dentistry Research Day
- To submit online in Quercus a 250-words (max) abstract for their seminar at least a week ahead of their presentation to be circulated.
- To complete an anonymized peer-evaluation to be submitted online in Quercus after each session attended
- To chair two sessions.

Note that the first seminar and poster are to be presented in the year of their transfer or qualifying examination, and the second seminar and poster are to be presented during the year of their thesis defense.

The presenting student supervisors are expected to attend the student seminar.

Attendance:

For the students who are not undertaking concurrent clinical specialty training:

- MSc students are required to attend a minimum of 20 sessions until the successful defense of their thesis.
- PhD students are required to attend a minimum of 70 sessions until the successful defense of their thesis.
- For students who are undertaking concurrent clinical specialty training:
- MSc students are required to attend a minimum of 20 sessions throughout their specialty training period.
- PhD students are required to attend a minimum of 70 sessions throughout their specialty training period.

Please note, the average number of seminars per year is 26.

Feedback:

All students presenting will be offered feedback on their performance by Faculty members present during the session, either directly at the end of the session or by email.

All students attending the session will be asked to complete an anonymized peer-evaluation form immediately at the end of each session. This will be done directly by submitting the completed template in Quercus. An anonymized summary of the peer-evaluation can be requested by the presenters.

Evaluation:

Proof of attendance of student attending the session will be performed using TopHat. Each student must enroll in TopHat as attendance can be taken at any time during the session or multiple times if necessary. The evaluation of the course requirements will be based on the submission of peer-evaluation forms, submission of the abstract(s), and the confirmation of the poster presentation(s) at the Faculty of Dentistry Research Day and finally the chairing of sessions(s)

A grade of credit is assigned on satisfactory completion of all requirements. M.Sc. students register in DEN1001Y and Ph.D. student register in DEN1100Y

Note that the 3-minute thesis participation is not included in the evaluation.

DEN1101H Introduction to Research Methods & Dissemination

(CR/NCR); FCE Weight: 0.5

Introduction to Research Methods & Dissemination is designed to provide graduate students with an introduction to the fundamental skills associated with undertaking and disseminating research. Course content will be delivered through a series of lectures and workshops that will include both faculty and external speakers who will share personal experiences of managing a clinical career alongside one in research.

The course will introduce the students to 3 blocks of skills required for their academic progression in a research environment: Literature & Writing skills, Essential Skills, and Communication skills.

The course will be delivered online (zoom) and will consist of a mixture of didactic learning and group activities. As part of this course, the students will be encouraged to interact with the presenters.

Course contents (provisional)

Session 1	Course Introduction: Research in Graduate environment
Session 2	Exploring research literature
Session 3	Constructing a literature review
Session 4	Scientific Writing
Session 5	Thesis committee 101
Session 6	Research translation - what you need to know
Session 7	Preparing for Grant & Scholarship application
Session 8	Research translation - what you need to know
Session 9	Communication in science part 1
Session 10	Communication in science part 2
Session 11	Oral presentation do's and don't
Session 12	Connecting your Research
Session 13	Winning a poster presentation
Session 14	Pitching your research
Session 15	Three minutes thesis faculty heat

Learning Outcomes

Students will:

- learn to appraise the scientific literature and understand how to cite/use the literature.
- formulate a statement of the problem and research objectives/hypotheses.
- structure and draft a supervisory committee meeting report.
- be exposed to different channels of scientific dissemination (journal publication, social media, oral and poster presentation).
- prepare a scientific presentation of their research as part of the three minutes thesis Faculty competition.

Assessments:

- Submission of a piece of scientific writing of the student's choice; a draft supervisory committee meeting report, literature review or scholarship proposal. This draft will be submitted through Quercus and will be evaluated for structure and consistency.
- Participation in the 3 minutes thesis Faculty heat (held during session 14 or 15).

L. BOZEC, L. DEMPSTER

DEN1010F Research Ethics

This course aims to highlight ethical values and regulations in different topics that are research-related: scientific writing, confidentiality agreements, students mentoring, research with humans, animals and biological samples, etc. The course involves participation in a seminar and the fulfillment of an online course offered by the Tri-council Funding Agencies of Canada. The same seminar will be offered in two different dates and attendance in one of the sessions is mandatory. Additionally, proof of completion of the online tutorial course "Tri-Council Policy Statement 2 – Tutorial Course on Research Ethics" is required. This is a credit, non-credit course.

D. CVITKOVITCH

DEN1001H/DEN1100H Graduate Research Dissemination Seminars

(CR/NCR); FCE Weight: 0.5

Graduate Research Dissemination Seminars is required as part of the program for all graduate students at the Faculty of Dentistry. This course is primarily student-led with students providing the seminar content and chairing sessions. The course is designed to provide graduate students with an opportunity to present their research in a safe environment and to receive tailored and individualized feedback to improve their performance. The submission of an abstract of the presentation on Quercus is mandatory, at least a week before the presentation. Each student will have 20 min to present their research, and this will be followed by a 5-minutes question period. Following the presentation, the student will meet with at least one of the Course Directors for 30 minutes to review student performance and to provide feedback. During that meeting, no comments will be made about the research content presented. As part of this course, the student will also be required to chair an oral session to experience timekeeping monitoring, audience management, and questions fielding.

All sessions will take place online through Zoom to increase accessibility.

Course contents:

Session 1	Introduction to Graduate Research Dissemination Seminars
Session 2	2 student-led oral presentations
Session 3	2 student-led oral presentations
Session 4	2 student-led oral presentations
Session 5	2 student-led oral presentations
Session 6	Faculty Research Day - Poster Presentations (as applicable)
Session 7	Reading Week
Session 8	2 student-led oral presentations
Session 9	2 student-led oral presentations
Session 10	2 student-led oral presentations
Session 11	2 student-led oral presentations
Session 12	2 student-led oral presentations
Session 13	2 student-led oral presentations
Session 14	2 student-led oral presentations
Session 15	2 student-led oral presentations
Session 16	2 student-led oral presentations
Session 17	2 student-led oral presentations
Session 18	2 student-led oral presentations
Session 19	2 student-led oral presentations
Session 20	2 student-led oral presentations
Session 21	2 student-led oral presentations
Session 22	Course Evaluation - review

Learning Outcomes

Students will:

- learn to appraise the scientific literature and understand how to cite/use the literature.
- formulate a statement of the problem and research objectives/hypotheses.
- structure and draft a supervisory committee meeting report.
- be exposed to different channels of scientific dissemination (journal publication, social media, oral

and poster presentation).

- prepare a scientific presentation of their research as part of the three minutes thesis Faculty competition.

Attendance:

Attendance to the Graduate Research Dissemination Seminars for the Winter Term is as follows:

- M.Sc. students register in DEN1001H and are required to attend a minimum of 30 sessions until the successful defense of their thesis.
- Ph.D. students register in DEN1100H and are required to attend a minimum of 60 sessions until the successful defense of their thesis.

Please note that the winter term lasts 21 weeks. Attendance is recorded automatically on Zoom Education

Assignments/Requirements:

The following needs to be completed during the Winter term (note: these can be completed at any time during the student's program registration)

a) **M.Sc. students** are required to:

- present one oral presentation (20 minutes) at any time during their registration.
- submit a maximum 250 word abstract of their presentation at least a week prior to their presentation to be circulated.
- chair one session.
- present one poster at the Faculty Research Day

b) **Ph.D. students** are required to:

- present two oral presentations (20 minutes each) at any time during their registration.
- submit a maximum 250 word abstract for their presentation at least a week prior to their presentation to be circulated.
- chair two sessions.
- present two posters at two Faculty Research Days

L. BOZEC, L. DEMPSTER

DEN1014S Clinical Epidemiology and Evidence-Based Care

Clinical Epidemiology and Evidence-Based Care is a core course in the Faculty of Dentistry. Successful completion of this course is one of the program requirements for the dental graduates seeking advanced training in a clinical specialty. This course will demonstrate the scientific basis for clinical decision-making in prognosis, causation, diagnosis and therapy following the principles of evidence-based health care. Examples from the dental literature are used to illustrate the concepts and their practical application. The specific objectives of the course are: 1) to introduce principles of epidemiology as applied to clinical research; 2) to provide Clinical Specialty Graduate students with the fundamental scientific skills in clinical epidemiology to enable them to practice evidence-based dental care; 3) to provide the students with skills in answering questions using biomedical literature; 4) to provide students with the skills needed to critically appraise a biomedical research article.

A. AZARPAZHOOH, STAFF

DEN1015F Introduction to Biostatistics

The Introduction to Biostatistics course is designed to provide graduate dental students with an understanding of the statistical methods necessary for data analysis and literature interpretation. The

course covers: the summary of quantitative and qualitative data; normal curve principles; the *t*-test, one-way, factorial and repeated-measures analysis of variance; chi-square tests and other non-parametric methods; simple regression and correlation; multiple regression and ANCOVA. Special topics, such as examiner agreement and sample size estimation, are also included. In addition, the course offers an introduction to logistic regression and survival analysis. The course includes both lecture and computer lab sessions. Students are taught to create and manipulate dental datasets and conduct statistical analysis of data using commonly available computer applications (e.g.,SPSS). References from the dental literature are used extensively during the course and material covered in lectures and labs is tailored whenever possible to the particular needs of the students' research projects.

H.P. LAWRENCE

DEN1022F Investigating Pathogenic Biofilms

A lecture course with assigned reading which will focus on the fundamental biology of microbial biofilms and how biofilm ecology impacts on the pathogenesis of infections. The course draws knowledge of oral microbiology, microbial genetics, and functional genomics. It is intended as a core course for graduate students whose specialty areas deal with biofilm-related diseases and for doctoral stream students from diverse SGS departments, whose research centers on bacterial adhesion, bacterial physiology, and bacterial genetics. Evaluation will consist of reading quizzes and one written term exam at the end of the course.

C.M. LEVESQUE, STAFF

DEN1060F Oral Physiology: Sensory and Neuromuscular Functions

This is a lecture- and seminar- based course held for graduate and postgraduate students in the first-term of the academic year (2 hours per week). Attendees will gain an in-depth understanding of the current knowledge in the field of orofacial sensory and motor functions, and critical reading and summary of articles in this field as well as experience in preparing and delivering critiqued seminars. The following topics will be covered: a review of structural and functional neuroanatomy, neurophysiology, neurochemistry, neurogenetics, psychophysics, and behavioral studies relevant to the orofacial region, garnered using rodent and human models, as related to the sensations of touch, temperature, taste and pain in the orofacial region. The course will also review unique peripheral and central neurophysiological mechanisms of somatosensory functions involving orofacial skin, mucosa, periodontium, tooth pulp, periosteum, tendons, muscles, temporomandibular joints, salivary glands, and taste buds. Also covered are motor aspects of the neurophysiology of the orofacial region, including muscle physiology and its relationship to reflex and voluntary orofacial motor activity manifesting as mastication, swallowing, facial expression, speech and sleep; as well as basic and clinical pathophysiological correlates of the above functions.

L. AVIVI-ARBER, STAFF

DEN1070S Advances in Dental Materials Science

A lecture and seminar course with assigned reading which will review the developments occurring in the field of biomaterials, as they relate to clinical dentistry. The course material is presented in three modules; 1. Material Structure and Technologies, reviewing metals, polymeric, and ceramic biomaterials; 2. Biomaterial-Biological Interfaces, reviewing advances in the study of Material/Biological Interfaces as they relate to protein, enzyme and cell interactions with biomaterials, as well as investigations examining the

physical and chemical interactions of biomaterials with whole tissues; and 3. Bacteria-Biomaterials and Host Interactions, including clinical applications and associated biomaterial issues (including material testing, failures and drug delivery) in all the dental specialties. 4. Elements of Tissue Engineering, reviewing gingival tissue engineering, growth factors for tissue regeneration, and clinical application of bone engineering. Students will be assessed throughout the term based on three criteria; (a) ability to identify clinical and/or scientific problems related to issues discussed in class; (b) to propose viable approaches to study the problems; and (c) to be able to convey these ideas using an analytical approach. (*Offered in alternate years – available 2022-23*)

Y. FINER, STAFF

DEN1081S Bone Interfacing Implants

Osseointegration is a central tenant of current dental therapy—yet, not only is the concept poorly understood, but the terminology and dogma surrounding this vitally important concept confuses even the most engaged practitioners. This course discusses the concept of osseointegration from the perspective of bone biology. Bone is one of the many connective tissues; and to understand bone biology one has to have an understanding of connective tissue structure and function. Of course, to truly understand the interface a multidisciplinary approach is necessary to take into account both the material and biological variables. To address this subject matter, the course is centered around every student being able to identify and critically evaluate each of the connective tissues. We do this by spending considerable time studying the microscopic structure of connective tissues; recording observations; and sharing information between the-group. While this is happening a series of spontaneous tutorials, generated predominantly as a function of student inquiry, guides the group towards a unique understanding of the biology of, and logic that drives, osseointegration. It transpires that osseointegration is a wound healing phenomenon that reflects many natural phenomena where a new equilibrium is established following a disruption of homeostasis. Recently, as a result of work undertaken at the U of T, it has become possible, for the first time, to objectively compare the osseointegration rate and ultimate strength of bone anchorage of differing implant designs. Neither prior knowledge of connective tissue biology, nor material surface design, is required; but an inquiring mind is essential. (*Offered in alternate years – not available 2022-23*).

J.E. DAVIES, STAFF

DEN1098F/S Reading Course in Oral Health Sciences

The purpose of this course is to offer instruction in specialized topics that are not part of regular graduate courses. It consists of assigned readings that are discussed in weekly meetings with the course director.

Interested students should approach the graduate staff member whom they would like to direct their reading course. Staff members who agree to direct a course should submit a course outline that includes a list of papers to be discussed and the grading method to be used, to the Associate Dean, Graduate Education. The reading course must conform to regulations established by the Department and the School of Graduate Studies (Available in the Student Services Office). The Faculty will normally only consider one reading course to complete your degree requirements. In exceptional circumstances this requirement may be waived.

GRADUATE COURSES OFFERED BY THE FACULTY TO MEET SPECIALITY DEGREE REQUIREMENTS

DEN1002S Oral Pathology

This is a weekly seminar course that reviews the pathology of oral soft and hard tissues, to prepare graduate students in various Dental Specialty Programs for specialty practice. Students are expected to participate in discussions of the pathology underlying broad categories of disease, for example, infections, developmental defects, reactive hyperplasia, benign and malignant tumors, and to use this understanding to develop rational schemes for differential diagnosis and treatment. Students will also learn about recent advances in oral and surgical pathology, including their potential application to diagnosis and patient management.

I. LEONG, STAFF

DEN1003F Preventive Dentistry

This course uses a seminar format to discuss and develop critical thinking among graduate students in regards to the aetiology, risk assessment, and prevention of oral diseases and conditions. Preventive dentistry aims to maintain and improve the oral health status of individuals and populations. The typical image of preventive dentistry is to prevent dental caries in a patient. However, prevention of dental caries at the individual level only represents one part of preventive dentistry. Preventive dentistry integrates primordial, primary, secondary, tertiary, and quaternary prevention, along with considerations at the individual and population level, including the oral-systemic health link, and involvement of other health and social service providers in the prevention of all oral diseases and conditions. The course is available to all graduate students at the faculty.

S. SINGHAL, STAFF

DEN1006Y Dental Public Health Seminars

This course uses a seminar format to survey the discipline of dental public health. This includes the determinants of health, primary health care, oral health care systems, insurance, health economics, health planning and evaluation, and ethical issues in dentistry. The course is available for all graduate students at the faculty.

S. SINGHAL, STAFF

DEN1007F Oral and Maxillofacial Radiology

This lecture and seminar course will review fundamental principles of radiobiology and radiation protection, and the application of conventional and advanced imaging modalities in the interpretation of abnormalities of the oral and maxillofacial region that may be encountered in the practice of the dental specialties.

E. W. N LAM, STAFF

DEN1008S Cone Beam CT Imaging

This lecture and seminar course builds on the image interpretation concepts developed in DEN 1007F (Oral and Maxillofacial Radiology); a graduate level course for students enrolled in one of the M.Sc./dental specialty programs. This new course specifically emphasizes the applications of three-dimensional imaging in the form of limited/small (≤ 8 cm) field-of-view cone beam computed tomography in the dental specialties.

Successful completion of this course will enable the student to make application to the Royal College of Dental Surgeons of Ontario for a permit to own and/or operate a limited/small field-of-view cone beam CT system on graduation. Prerequisite: DEN 1007F.

E. W. N. LAM, STAFF

DEN1011Y Advanced Seminars in Oral Pathology

This course is designed for the graduate students in Oral Pathology. In addition to the review of all cases received in the Oral Pathology Diagnostic Service, the course includes formal and informal seminars on current topics in general pathology, oral histopathology and clinical oral pathology. The Oral Pathology course (DEN1002S) must be taken either before or simultaneously with this course.

M. MAGALHAES, STAFF

DEN1012Y Oral Medicine

This course is conducted in various relevant departments of the University affiliated teaching hospitals and through seminars, a pharmacology course and case discussions. Experience is obtained in the investigation, diagnosis and management of a wide range of diseases and disorders of the oral and craniofacial structures including oral mucosal and salivary gland diseases/disorders and orofacial pain/dysfunctions. As well, students gain experience in the management of patients with complicating medical conditions.

I. LEONG, STAFF

DEN1013Y Oral Surgical Pathology

The course is organized as a series of clinical-pathological conferences and covers all forms of disease of the mouth. A case-based approach is used for teaching and learning. Emphasis is placed on synthesizing clinical, radiographic and histological data for a comprehensive evaluation of the case being discussed. The material for study is derived from the Oral Pathology Diagnostic Service and the hospital pathology departments. Current cases of interest are studied and in addition the surgical pathology of all oral disease is covered in a systematic manner.

The course is divided into two sections. The first part is the clinical-pathological component held weekly. Students have the opportunity to review the case histories and virtual microscopic slides of the cases to be presented in the upcoming session, so they can be prepared to discuss the differential diagnosis and treatment, as well as controversies in treatment and topics that require further clinical research. The second part consists of a rotation for individual students to Oral Pathology, to be organized with the head of the respective graduate programs. The rotation provides an immersion in Oral Pathology that is appropriate for the student's future specialty practice.

J. BUBOLA, STAFF

DEN1016S Occlusion: Function and Dysfunction

This is a lecture- and seminar- based course held for graduate and postgraduate students in the second-term of the academic year (2 hours per week). This course integrates current knowledge of dental occlusion by presenting a multidisciplinary array of lectures delivered by experts in prosthodontics, periodontics, orthodontics, pedodontics, oral and maxillofacial surgery, dental materials, oral neurophysiology, speech pathology and sleep bruxism. It also utilizes topical reading and evidence-based discussion seminars led by course participants and critical appraisal assignments of recent peer-reviewed publications. The aims of this course are to demonstrate that multidisciplinary clinical approaches that take into consideration developmental, biological, neurophysiological, psychological and biomechanical factors are indispensable in the diagnosis, management and prevention of a dysfunctional dental occlusion. This course is targeted principally at postgraduate candidates in clinical dental specialties. Participants are required to have a dental degree. Successful completion of the course is based on mandatory attendance in all seminars, a topic presentation, a written assignment, short quizzes and participation and demonstration of critical appraisal skills in the seminars and the written assignments. *(Offered in alternate years – available 2022-23).*

L. AVIVI-ARBER, STAFF

DEN1017S Temporomandibular Disorders

The objective of this course is to integrate the latest evidence in basic and clinical sciences related to temporomandibular disorders (TMD), in order to improve knowledge on differential diagnosis, TMD etiology, mechanisms and evidence-based management. The course will also address the socioeconomic burden of acute and chronic pain, in addition to their effects on the patient's quality of life. The topics will be presented by various scholars, dental and medical specialists. *(Offered in alternate years – not available 2022-23).*

I. CIOFFI, STAFF

DEN1033Y Yr I; DEN1034Y Yr II; and DEN1035Y Yr III - Periodontology - Seminars and Clinics

This ongoing course represents a three-year major program consisting of educational experiences targeted directly at developing the knowledge and clinical skill required of a specialist in periodontics, including many aspects not covered in other required courses.

Seminars include Conscious Sedation, Periodontics – Prosthodontics Treatment Planning, Therapeutics, Clinical Photography, Practice Management, and Surgical Periodontics.

Clinical rotations include Implant Prosthodontic Unit, and hospital rotations for periodontal consultation service for severe and refractory diseases, oral medicine, and diagnosis and treatment of facial pain and temporomandibular disorders. Residents will also be exposed to training in single drug I.V. sedation techniques, and other conscious sedation methods.

There will be seminars in oral medicine and in the interrelationships of Orthodontics, Endodontics and Prosthodontics with Periodontology. (See Clinical Conferences)

V. MENDES, STAFF

DEN1036Y Periodontology - Literature Review in Periodontology Yr I & II

The literature review program combines required reading and review of discussion points in order to gain an understanding of the classic and current literature in the field of periodontology. Each week, the student is presented with a list of articles that cover a given subject in its entirety. The student is expected over the course of the year to have read and be familiar with each article. Articles are chosen due to their “classic” standing, or because they highlight a given learning objective. This allows to student to focus on these articles for the weekly discussions in our seminar series. Along with a “classic” literature review, seminars are designated for current literature review in the most recent journals.

M. GOLDBERG, STAFF

DEN1037Y Clinical Case Presentations - Yrs II & III

Residents present their clinical cases and are expected to defend the treatment provided. All aspects of the presentation will be covered which includes the medical history, clinical and radiographic interpretation, diagnosis, etiology, prognosis, treatment planning, therapy and periodontal maintenance.

V. MENDES, STAFF

DEN1038Y - Biomaterials & Implant/Reconstructive Dentistry - Yrs II & III

The didactic portion involves seminars that focus on the surgical and restorative aspects of implant therapy, biomaterials, tissue biology and tissue engineering. The clinical aspect is primarily related to treatment planning and execution of surgical techniques in advanced implant reconstructive and plastics such as the surgical principles and techniques for placement of various implant systems, ridge augmentation and site development procedures.

V. MENDES, STAFF

DEN1039Y Periodontology - Principles and Practice of – Yrs I, II, and III

These weekly seminars review the clinical cases that are being performed by the residents. They also include discussions on various topics in Periodontology, such as treatment plan, appropriate therapy and relevant periodontal literature. Residents will also present selected topics on various aspects related to periodontal therapy.

V. MENDES, STAFF

DEN1041Y Prosthodontics I – Prosthodontic Treatment Planning and Case Presentations

Patients demonstrate a wide range of phenotypes and treatment needs following congenital conditions or diseases that have affected the orofacial complex. Consequently, comprehensive treatment plans are required for all patients in need of complex rehabilitative care. The focus of these weekly sessions are patient presentations given by the residents, with an expectation that treatment plans will be articulated in the context of evidence-based and patient-mediated concerns. Presentations by residents in the beginning of their training focus on chief complaint, assessment, diagnosis and treatment planning. Presentations by residents further along in their training focus on care delivery and outcome assessment.

D. CHVARTSZAID, E. BEHROOZ, STAFF

DEN1042Y Prosthodontics II – Key Concepts in Prosthodontics and Laboratory Management

The seminar course will cover key concepts, methods and materials in prosthodontics, and laboratory management and is intended to prepare students for patient care.

D. CHVARTSZAID, STAFF

DEN1043Y Prosthodontics III – Prosthodontic Topical Seminars

This course will consist of seminars on current topics in prosthodontics including assessment, diagnosis, aetiology, (patho)physiology, risk, prognosis, biomaterials, diseases and conditions of relevance to prosthodontics, clinical treatment approaches (incl. maxillofacial), and complications. The course will enable the student to become familiar with the various materials and methods for appraising the prosthodontic patient. Diagnosis, treatment planning, and the different fixed and removable or implant supported methods for patient treatment are analyzed and discussed. Students will be expected to develop the judgment and skills required to manage complex prosthodontic needs. The specific topics in this course vary from year to year.

D. CHVARTSZAID, STAFF

DEN1044Y Prosthodontics IV - Prosthodontic Current Literature

This seminar course reviews and critically appraises the current scientific literature pertaining to prosthodontics. This course is designed to help the students develop the necessary skill for critical reading of the scientific literature, while also acquiring knowledge of the most current advances in the diverse areas of research in prosthodontics and related areas. During weekly seminars, the students select, present and defend what they have identified as the best research papers in the contemporary literature relevant to prosthodontic care.

D. CHVARTSZAID, L. AVIVI-ARBER, J. TONOGAI, E. SOMOGYI-GANSS, STAFF

DEN1045Y Prosthodontics V –Literature and Techniques in Implant Surgery

This course aims to provide the student with the understanding of scientific literature, biologic basis and clinical approaches in implant surgery, including surgical anatomy, surgical management and surgical complications.

D. CHVARTSZAID, M. LIN, STAFF

DEN1046Y Prosthodontics VI – Clinical Prosthodontics

Extensive clinical training is provided over three years in the Graduate Prosthodontics clinic. Treatments are done in close cooperation with specialists in other clinical specialties and dental technicians in relation to treatment planning and patient management. On-site and off-site clinical rotations supplement core clinical training. On-site rotation to the Implant Prosthodontic Unit (IPU) focuses on implant-related surgical training. Off-site rotations focus on management of patients with specific needs. Rotation to the Princess Margaret Hospital focuses on Maxillofacial Prosthodontics and oncologic management. Rotation

to the Holland Bloorview Kids Rehabilitation Hospital focuses on management of Prosthodontic needs in a paediatric population.

D. CHVARTSZAID, M. CHOU, STAFF

DEN1051Y Oral Epidemiology

The purpose of this course is to present the principles and methods of epidemiology and their application in the study of oral and craniofacial diseases. Special emphasis is given to observational and experimental research designs and to the techniques of dental survey research. The course includes a detailed examination of clinical measures of oral health status and socio-dental indicators. Students have the opportunity to apply the skills taught to the preparation of a comprehensive research proposal.

H.P. LAWRENCE

DEN1052Y General Anaesthesia for Medical Procedures – Pediatric

This clinical course focuses on general anaesthesia for pediatric medical procedures in the hospital setting. Residents participate to provide anaesthesia for pediatric patients at Michael Garron Hospital's Department of Anaesthesia; gain experience at the Faculty of Dentistry's pediatric anaesthesia facility, and gain core skills in an immersive rotation at the Hospital for Sick Children under the direction of the Department of Anaesthesia. This course is taken in year two.

M. WONG, J. MAYNES, M. LAM, STAFF, DEPARTMENT OF ANAESTHESIA, HOSPITAL FOR SICK CHILDREN

DEN1055F Basic Principles of Dental Anaesthesia

This self-directed online reading course takes place weekly in the Fall term of residency. Weekly assigned readings will cover the subjects of anatomy, respiratory, and cardiovascular physiology relevant to the practice of sedation and anaesthesia. Evaluation will consist of weekly online quizzes, oral assessments, and one written assignment at the end of the course. This course is a requirement for first year dental anaesthesia residents.

C. YARASCAVITCH

DEN1056Y Basic Concepts in Clinical Medicine

The objective of this course is to provide dental anaesthesia residents with the clinical knowledge and skills of physical evaluation and medical risk assessment. This will build on the academic basis of the course "Foundations of Medicine as applied to Dental Anaesthesia". It will consist of a 3-hour per week clinical session for the first year in the program.

N. TENN-LYN

DEN1061H Research Practicum

The research practicum aims to give students hands-on experience of one or more components of the research process. This can include analyzing an existing data set, undertaking a systematic review and/or

meta-analysis or a review article. This type of experience will give students the opportunity to use skills in, and an appreciation of, such matters as literature searching, hypothesis setting, experimental design, methodological limitations, laboratory practice, and writing a paper for publication. Consequently, it provides a more limited exposure to the research process than research leading to a M.Sc. level thesis. The requirements for this course can be met by undertaking a research project or an essay in the form of a review article. In either case, the required outcome is a paper in a format suitable for publication. The research practicum will be undertaken with the assistance of an appropriate supervisor and examined by a committee comprised of three faculty members, at least one of whom is from the student's specialty.

STAFF

DEN1062S Pharmacology of Dental Therapeutics

The course is aimed at providing an up to date review of the pharmacological principles of therapeutic management of clinical conditions relevant to the practice of dentistry. This course emphasizes the need to apply a multidisciplinary approach to systemic pathologies and relevance for oral health. Topics include pain management, antimicrobials, respiratory, cardiovascular, central nervous system, anticoagulants, immunocompromised patients, antineoplastics and oral cancer and use of computer drug databases in patient management. Students have an opportunity to work in small groups and present clinical cases of patients with complex systemic and oral pathologies.

A.J. LANÇA, STAFF

DEN1063Y Practicum in Dental Public Health

A student will normally be assigned for 14 weeks to an agency that provides dental public health services or is engaged in dental public health-related issues. The purpose is to learn, by observation and participation, methods of management used by the agency and to conduct a project of use to the agency. A dental public health specialist or other leader from the agency will supervise the student with periodic contact from director of the program.

S. SINGHAL, STAFF

DEN1064S Management Principles in Canadian Dental Health Organizations

This course will develop skills in analysis and decision-making among students to enable them to manage organizations, which provide or fund dental education or care services. Students will be expected to participate in all sessions from the basis of selected readings. In addition, students will have to write and present an analysis in dental services management. Topics to be covered include: legislation, case studies in dental organizations, managing human resources, planning, promoting quality, information systems, and program evaluation. The course is available for all graduate students at the faculty. (*Course offered in alternating years – not available 2022-23*).

F. RASHID, P. SHARMA, STAFF

DEN1071H Medical Anaesthesia Seminars I

These online seminars are conducted by members of the Department of Anaesthesia, Faculty of Medicine. Topics include equipment and monitors, patient safety, acute pain, regional anaesthesia, perioperative medicine and chronic pain. This course is taken in year two. This is a credit/ non-credit based course.

C. YARASCAVITCH, L. BAHREY, DEPT. OF ANAESTHESIA, FACULTY OF MEDICINE

DEN1072H Medical Anaesthesia Seminars II

These online seminars are conducted by members of the Department of Anaesthesia, Faculty of Medicine. Topics include pediatric anaesthesia, cardiovascular and respiratory system physiology and anaesthesia, trauma and resuscitation. This course is taken in year three. This is a credit/ non-credit based course.

C. YARASCAVITCH, L. BAHREY, DEPT. OF ANAESTHESIA, FACULTY OF MEDICINE

DEN1073Y Dental Anaesthesia Graduate Seminars

This weekly course consists of both Faculty-led and student-led presentations on topics relevant to dental anaesthesia. Residents receive introductory lessons on applied pharmacology from Faculty. The student presentations cover the management of anaesthesia for common systemic diseases, with facilitation and feedback from Faculty. Students apply anaesthesia planning principles to case-based learning exercises.

M. WONG, A. OUANOUNOU, D. DECLoux, STAFF

DEN1074Y Foundations of Medicine as Applied to Dental Anaesthesia

The objective of this course is to provide the academic basis of clinical medicine for residents in dental anaesthesia. The content will include: interpretation of complete medical histories; techniques of physical examination; interpretation of physical evaluation results; understanding the implications of systemic disease, in particular those of the cardiovascular, respiratory and endocrine systems; understanding the indications for and interpretations of laboratory studies and other techniques used in physical diagnosis and preoperative evaluation.

The course will consist of 3 hours of seminars per week, divided into 2 weekly sessions, for the fall term of the first year in the program and combined into a single weekly session in the winter term of the first year of the program.

N. TENN-LYN

DEN1075Y General Anaesthesia for Dental Procedures – Pediatric

This course applies the principles of general anaesthesia to pediatric dental patients in an outpatient setting, using both intubated and non-intubated techniques. The clinics take place in the anaesthesia facility at the Faculty of Dentistry, seven half-days per week, with an additional half-day per week in pre-operative assessment consultations. This 6-month clinical assignment is complemented by an asynchronous online reading course. Residents give a seminar on PALS and create an emergency manual for peer and Faculty feedback. Core simulations in airway and common anaesthesia emergencies is a course requirement. This course is taken in year three.

M. WONG, P. COPP, C. YARASCAVITCH, STAFF

DEN1076H General Anaesthesia for Medical Procedures – Adult I

This course applies the principles of general anaesthesia to adults in the hospital setting. Residents gain experience by directly participating in all aspects of the administration of general anaesthesia for medical procedures under the direction of the Department of Anaesthesia at Michael Garron Hospital. This course is taken in year one.

M. WONG, D. LAM, L. SHULMAN, STAFF, DEPARTMENT OF ANAESTHESIA, MICHAEL GARRON HOSPITAL

DEN1077H General Anaesthesia for Medical Procedures – Adult II

This course applies the principles of general anaesthesia to adults in the hospital setting. Residents transition to become autonomous providers of general anaesthesia for medical procedures under the direction of the Department of Anaesthesia at Michael Garron Hospital. This course is taken in year three.

M. WONG, D. LAM, L. SHULMAN, STAFF, DEPARTMENT OF ANAESTHESIA, MICHAEL GARRON HOSPITAL

DEN1078H General Anaesthesia for Dental Procedures – Adult I

This course involves clinical application of all modalities of sedation and anaesthesia for dental patients, with the focus on deep sedation and general anaesthesia. Faculty-led workshops on preoperative assessment, consultations, and electrocardiogram interpretation are given. First year residents give presentations on anaesthesia emergencies for peer and Faculty feedback. Residents gain experience in the full range of sedation and non-intubated anaesthetic techniques for adults. Clinics take place in the anaesthesia facility at the Faculty of Dentistry, five half-days per week. Residents also spend one day per week administering deep sedation to medically complex patients with mental or physical challenges in the Department of Dental and Maxillofacial Sciences at Sunnybrook Health Science Centre. Core simulations in airway and common anaesthesia emergencies are a course requirement. Emphasis is on skill acquisition.

C. YARASCAVITCH, M. WONG, P. NKANSAH, STAFF

DEN1079H General Anaesthesia for Dental Procedures– Adult II

This course involves clinical application of all modalities of sedation and anaesthesia for dental patients, with the focus on deep sedation and general anaesthesia. Third year residents give a seminar on ACLS for peer and Faculty feedback. Residents gain experience in the full range of sedation and non-intubated anaesthetic techniques for adults. Clinics take place in the anaesthesia facility at the Faculty of Dentistry, five half-days per week. Residents also spend one day per week administering deep sedation to medically complex patients with mental or physical challenges in the Department of Dental and Maxillofacial Sciences at Sunnybrook Health Science Centre and one half-day per week in the Department of Dentistry at Mount Sinai Hospital. Core simulations in airway and common anaesthesia emergencies are a course requirement. Emphasis is on skills refinement.

M. WONG, C. YARASCAVITCH, P. NKANSAH, D. DECLoux, STAFF

DEN1083Y Experiences in Clinical Medicine

The objective of this course is to provide clinical experience in medicine for residents in dental anaesthesia.

Residents complete rotations in the Department of Internal Medicine at Sunnybrook Health Sciences Centre and the Departments of Cardiology and Respiriology at Women's College Hospital. Emphasis is on the application of knowledge and clinical skills in a variety of patient care contexts. This course is taken in year two. This is a credit/no credit course.

M. WONG, Z. FEILCHENFELD, DEPT. OF INTERNAL MEDICINE, SUNNYBROOK HEALTH SCIENCES, J. MORIC, WOMEN'S COLLEGE HOSPITAL; STAFF

DEN1084H; DEN 1085H; DEN1086H Experiences in Clinical Teaching Yrs I, II, III

The objective of this course is to strengthen understanding of instructional pedagogy and teaching skills. Developed from the Centre for Faculty Development Teaching and Learning Collaboration workshops, this course consists of small group instruction and practical teaching assignments. Residents participate in workshops on best educational practices for learning in clinical contexts to prepare themselves for instructor roles. Mandatory teaching assignments consist of a minimum of 10 half-days per year in each of the three years of the program. Seminar facilitation and clinical supervision is carried out in the Faculty clinics for: second year undergraduate dental students local anesthetic techniques; third year dental students and dentists enrolled in continuing education for nitrous oxide and oxygen sedation techniques; fourth year dental student medical emergency seminars and simulations; peer teaching for dental anaesthesia residents. Progress is measured by a portfolio of personal reflections and objective evaluations. (Credit/No credit courses)

C. YARASCAVITCH, STAFF

DEN1087Y; DEN1088Y; DEN1089Y Fundamentals of Dental Anaesthesia Yrs I; II and III

This course consists of three foundational components: Journal Review, Clinical Rounds, and Oral Examination. On a weekly basis, residents rotate in a leadership role providing formal presentations to peers and faculty. Literature applicable to the field of dental anesthesia is reviewed to exercise critical appraisal skills and inform dental anaesthesia practice. Clinical patient cases are presented to reflect on practice and quality assurance in patient care. On a bi-annual basis in December and June, residents complete an oral examination in dental anaesthesia and related topics in order to assess progress and prepare for board certification.

M. WONG, C. YARASCAVITCH, P. COPP, STAFF

DEN1090H Inhalation and Oral Minimal and Moderate Sedation for Dental Procedures

The objective of this course is to provide sufficient teaching and experience in inhalational and oral minimal and moderate sedation for clinical qualification by jurisdictional regulatory authorities. This course consists of both didactic and clinical components. A passing grade on a written examination is required in order to successfully complete the course. This course is taken by graduate dental specialty students at the discretion of their program.

The objective of this course is to provide instruction for minimal and moderate sedation for patient care. The modalities taught include nitrous oxide & oxygen, oral sedation, and their combination. The course provides sufficient didactic and clinical experience for certification to provide these modalities in Ontario. A passing grade on a written examination is required in order to successfully complete the course. There is

a mandatory hands-on element included in this course. This course is taken by graduate dental specialty students at the discretion of their program.

P. NKANSAH

DEN1091Y Parenteral Moderate Sedation for Dental Procedures

The objective of this course is to provide sufficient teaching and experience in parenteral moderate sedation for clinical qualification by jurisdictional regulatory authorities. This course consists of both didactic and patient care components. In accordance with licensing authorities, a pass score on written examination is needed to successfully complete the course. A minimum of 20 supervised clinical cases is required in order to achieve qualification for registration with licensing authorities. This course is taken by graduate dental specialty students at the discretion of their program.

The objective of this course is to provide sufficient teaching and clinical experience in parenteral moderate sedation to qualify for certification for the use of this modality in Ontario. A passing grade on a written examination is required in order to successfully complete the course. There are mandatory hands-on training elements included in the course. Actual clinical cases are not included in the course but are required for certification in Ontario. This course is taken by graduate dental specialty students at the discretion of their program.

P. NKANSAH

DEN1094Y Advanced Oral and Maxillofacial Radiology I

The objective of this Year 1 course is directed toward the interpretation and diagnosis of diseases of the maxillofacial region, and to stimulate the critical analysis of the application of diagnostic imaging for this purpose. The course consists of seminars and radiologic clinics that are composed of the following components: seminars in advanced radiologic interpretation of abnormalities and diseases of the maxillofacial region; a radiologic clinic and radiologic rounds directed to the investigation of abnormalities and diseases of the maxillofacial region; seminars in the mechanisms of disease with correlations to their appearances on diagnostic images; and review of the current literature in oral and maxillofacial radiology. Clinical training includes practical experiences with the applications of extraoral and intraoral radiology, sialography, computed tomography and magnetic resonance imaging to the diagnostic process. CO-REQUISITE – DEN1007F

S. PERSCHBACHER, STAFF

DEN1095Y Advanced Oral and Maxillofacial Radiology II

This course builds on the foundations developed in DEN1094Y. This Year 2 course consists of seminars and radiologic clinics that are composed of the following components: seminars in advanced radiologic interpretation of abnormalities and diseases of the maxillofacial region; a radiologic clinic and radiologic rounds directed to the investigation of abnormalities and diseases of the maxillofacial region; seminars in the mechanisms of disease with correlations to their appearances on diagnostic images; and review of the current literature in oral and maxillofacial radiology. Clinical training includes practical experiences with the applications of extraoral and intraoral radiology, sialography, computed tomography and magnetic resonance imaging to the diagnostic process. PRE-REQUISITE – DEN1094Y

S. PERSCHBACHER, STAFF

DEN1096Y Advanced Oral and Maxillofacial Radiology III

This course builds on the foundations developed in DEN1094Y and DEN1095Y. This Year 3 course consists of seminars and radiologic clinics that are composed of the following components: seminars in advanced radiologic interpretation of abnormalities and diseases of the maxillofacial region; a radiologic clinic and radiologic rounds directed to the investigation of abnormalities and diseases of the maxillofacial region; seminars in the mechanisms of disease with correlations to their appearances on diagnostic images; and review of the current literature in oral and maxillofacial radiology. Clinical training includes practical experiences with the applications of extraoral and intraoral radiology, sialography, computed tomography and magnetic resonance imaging to the diagnostic process. PRE-REQUISITE – DEN1095Y

S. PERSCHBACHER, STAFF

DEN1111Y Advanced Oral and Maxillofacial Pathology I

The objective of the course series Advanced Oral and Maxillofacial Pathology is to teach histopathologic interpretation and diagnosis in the context of clinical and radiographic information and in relation to patient care. The students learn through practice of oral pathology and review all cases accessioned to the Oral Pathology Diagnostic Service under the guidance of the staff oral pathologists. The large volume of accessions is supplemented by case exchanges with graduate programs in Oral Pathology across North America, to broaden the students' exposure to all aspects of oral and maxillofacial pathology. The practice-based learning is supported by student presentations and journal club to address challenging or emerging areas of oral pathology.

DEN1111Y Advanced Oral and Maxillofacial Pathology I is designed for junior graduate students in Oral and Maxillofacial Pathology. LMP1300Y is a pre-requisite course and DEN1002S is a co-requisite course. Students learn the scope of lesions in a large oral pathology practice and develop algorithms for differential diagnosis. They will apply the knowledge, skills and attitudes learned in Anatomical Pathology to gross and microscopic examination of oral pathology cases. Under staff guidance, they will contact clinicians to request additional clinical information and imaging studies. They will develop an approach to learn from the published literature and participation in webinars and conferences.

M. MAGALHAES, ORAL PATHOLOGY STAFF

DEN1112Y Advanced Oral and Maxillofacial Pathology II

The objective of the course series Advanced Oral and Maxillofacial Pathology is to teach histopathologic interpretation and diagnosis in the context of clinical and radiographic information and in relation to patient care. The students learn through practice of oral pathology and review all cases accessioned to the Oral Pathology Diagnostic Service under the guidance of the staff oral pathologists. The large volume of accessions is supplemented by case exchanges with graduate programs in Oral Pathology across North America, to broaden the students' exposure to all aspects of oral and maxillofacial pathology. The practice-based learning is supported by student presentations and journal club to address challenging or emerging areas of oral pathology.

DEN1112Y Advanced Oral and Maxillofacial Pathology II is designed for intermediate graduate students in

Oral and Maxillofacial Pathology. Students conduct more advanced histopathologic interpretation and diagnosis of cases including recurrent, atypical or complex cases. They will develop good judgment in acquiring the necessary clinical and radiographic information and ordering ancillary tests including immunohistochemical staining, clinical laboratory tests and molecular studies. Students will demonstrate the ability to critically review the literature and conference presentations.

M. MAGALHAES, ORAL PATHOLOGY STAFF

DEN1113Y Advanced Oral and Maxillofacial Pathology III

The objective of the course series Advanced Oral and Maxillofacial Pathology is to teach histopathologic interpretation and diagnosis in the context of clinical and radiographic information and in relation to patient care. The students learn through practice of oral pathology and review all cases accessioned to the Oral Pathology Diagnostic Service under the guidance of the staff oral pathologists. The large volume of accessions is supplemented by case exchanges with graduate programs in Oral Pathology across North America, to broaden the students' exposure to all aspects of oral and maxillofacial pathology. The practice-based learning is supported by student presentations and journal club to address challenging or emerging areas of oral pathology.

DEN1113Y Advanced Oral and Maxillofacial Pathology III is designed for senior graduate students in Oral and Maxillofacial Pathology. Students conduct histopathologic interpretation and diagnosis of cases including recurrent, atypical or complex cases, order ancillary tests and generate biopsy reports for review by the attending staff oral pathologist. They will communicate with clinicians to request the necessary clinical and radiographic information, and provide verbal reports. They will assist the teaching staff to organize both incoming and outgoing case exchanges with other oral pathology graduate programs. As senior students, they will mentor junior and intermediate students who are in earlier stages of learning histopathology. They will be knowledgeable of the current oral pathology literature and able to discuss published reports with staff and other residents.

M. MAGALHAES, ORAL PATHOLOGY STAFF

DEN1211Y; DEN1212Y; DEN1213Y; Oral Medicine I, II, III

This course is conducted in various relevant departments of the University affiliated teaching hospitals and through seminars, a pharmacology course and case discussions. Experience is obtained in the investigation, diagnosis and management of a wide range of diseases and disorders of the oral and craniofacial structures including oral mucosal and salivary gland diseases/disorders and orofacial pain/dysfunctions. As well, students gain experience in the management of patients with complicating medical conditions.

I. LEONG, STAFF

DEN1311Y Oral Surgical Pathology

The course is organized as a series of clinical-pathological conferences and covers all forms of disease of the mouth. A case-based approach is used for teaching and learning. The material for study is derived from the Oral Pathology Diagnostic Service and the hospital pathology departments. Emphasis is placed on synthesizing clinical, radiographic and histological data for a comprehensive evaluation of the case being discussed. Current cases of interest are studied and in addition the surgical pathology of all oral disease is

covered in a systematic manner.

Seminars are held weekly during the Fall and Winter semesters. Students have the opportunity to review the case histories, radiographs (if applicable) and virtual microscopic slides of the cases to be presented in the upcoming session, so they can be prepared to discuss the differential diagnosis and use the histologic findings to arrive at a diagnosis. Students from different specialty programs can engage in interdisciplinary collaboration for diagnosis and treatment of the cases. Controversies in treatment and topics that require further clinical research will be addressed.

J. BUBOLA, Oral Pathology staff

DEN1312Y Advanced Oral Surgical Pathology I

The course is organized as a series of clinical-pathological conferences and covers all forms of disease of the mouth. A case-based approach is used for teaching and learning. The material for study is derived from the Oral Pathology Diagnostic Service and the hospital pathology departments. Emphasis is placed on synthesizing clinical, radiographic and histological data for a comprehensive evaluation of the case being discussed. Current cases of interest are studied and in addition the surgical pathology of all oral disease is covered in a systematic manner.

Seminars are held weekly during the Fall and Winter semesters. This course builds on the prerequisite course DEN1311Y Oral Surgical Pathology. Students will analyze more challenging cases of oral surgical pathology. They are expected to provide a wider scope of differential diagnosis that include less common diseases to account for clinical and/or radiographic findings, and recognize more complex histologic findings to arrive at a diagnosis. There is opportunity to address controversial aspects of management of the disease being considered and development of a treatment plan that follows the principles of patient-centered care.

J. BUBOLA, Oral Pathology staff

DEN1313Y Advanced Oral Surgical Pathology II

The course is organized as a series of clinical-pathological conferences and covers all forms of disease of the mouth. A case-based approach is used for teaching and learning. The material for study is derived from the Oral Pathology Diagnostic Service and the hospital pathology departments. Emphasis is placed on synthesizing clinical, radiographic and histological data for a comprehensive evaluation of the case being discussed. Current cases of interest are studied and in addition the surgical pathology of all oral disease is covered in a systematic manner.

Seminars are held weekly during the Fall and Winter semesters. This course builds on the prerequisite courses DEN1311Y Oral Surgical Pathology and DEN1312Y Advanced Oral Surgical Pathology I. Students will analyze cases with complex clinical presentation or discordance between clinical and radiographic findings. There is opportunity to discuss the role of additional investigations such as immunohistochemical staining and molecular studies. Students will develop an approach to communicate with the clinician to recommend further clinical investigations for extra-oral lesions or underlying systemic diseases.

J. BUBOLA, Oral Pathology staff

DEN2001Y Orthodontics 1 – Advanced Orthodontic Diagnosis and Treatment Planning
First Year Residents

Various methods of appraising dentofacial deformities and growth trends are discussed. The diagnosis and treatment planning of surgical cases and temporomandibular joint problems are included, as is an introduction to biomechanics. Also included is a concentrated laboratory technique course as preparation for clinical practice. The course is limited to orthodontics graduate students.

S. SURI, STAFF

DEN2002Y Orthodontics 2 – Biomechanics, Orthodontic Technique and Practice Administration
Second Year Residents

An analysis of standard orthodontic appliances discussing the theory, indications and contraindications of each is carried out. Extensive technique and seminar courses are presented and include practice administration considerations. This instruction continues and develops over two years with the goal being to expand the student's expertise in advanced orthodontic diagnosis and treatment planning that was introduced in Orthodontics 1. A multidisciplinary approach to the various orthodontic mechanisms is stressed. The course is limited to orthodontics graduate students.

S. SURI, STAFF

DEN2003Y Orthodontics 3 – Orthodontic Technique and Clinical Practice
Third Year Residents

This is a concentrated clinical course, extending over three years, involving patient treatment under the supervision of staff. This includes diagnosis and treatment planning as well as actual clinical treatment of assigned cases. The predominant orthodontic techniques are stressed including surgical orthodontic treatment, adult orthodontics and functional appliance therapy. Throughout the course, the knowledge and theory discussed in Orthodontics 1 and 2 will be thoroughly applied and expanded upon. The course is limited to orthodontics graduate students.

S. SURI, STAFF

DEN2004Y Orthodontics 4 – Interceptive Orthodontics
Third Year Residents

Students are required to teach, under the supervision of staff, in the undergraduate orthodontic program in order to familiarize themselves further with the diagnosis and management methods pertinent to the field of interceptive orthodontics. They are expected to prepare and participate in basic diagnostic seminars, technical instruction and seminar sessions. This is an extension of the staff supervised teaching experience the students gain during the first year of their residency, when the residents teach seminars related to the diagnosis of malocclusion, normal and abnormal facial growth and occlusal development to students in the undergraduate orthodontic program.

S. SURI, STAFF

DEN2005Y Surgical Orthodontics

This course is a collaborative educational component of the Oral and Maxillofacial Surgery and Orthodontic graduate programs. It exposes both OMFS and Orthodontic residents to a comprehensive, detailed, and innovative clinic. The Centre for Corrective Jaw Surgery at the University of Toronto is unique in Canada and is a weekly clinic held in both the surgical and orthodontic departments. Orthodontic follow up, presurgical orthognathic surgery preparation and post-operative aftercare are all provided in these clinics. Operative orthognathic surgery (assisted by orthodontic residents) takes place at Mount Sinai or Humber River hospitals. Milestones in orthognathic surgery and in surgical orthodontics are met through clinic, seminar, and operating room interactions. Residents will be exposed and utilize the OMFS Digital Laboratory where they will have, special access to participate in the complete experience of digital planning: virtual surgical preparation, surgical guide fabrication, surgical orthodontic diagnosis, and treatment. The course is further enhanced by 24 case-based seminars covering the full scope of facial deformity correction. These seminars are jointly presented by OMFS and Orthodontic teams, staff, and guest lecturers.

M. CAMINITI, A. SHOJAEI, B. VENDITELLI

DEN2006Y Facial Growth and Facial Analysis

A seminar course presenting the cephalometric analysis developed using data from The Burlington Growth & Research Centre. An in-depth study of its clinical application in the understanding of facial growth patterns is presented.

S. SURI, M. PATRICIAN

DEN2007Y Craniofacial Anomalies

A course of seminars extending over two terms in which congenital anomalies of the craniofacial complex are discussed with reference to etiology, facial growth and development and treatment. The multidisciplinary team approach to treatment is emphasized.

Clinical experience is derived through the facilities of the Hospital for Sick Children, in the management of problems associated with anomalies such as cleft palate. (*Offered in alternate years – not available 2022-23*)

S. SURI, STAFF

DEN2009H Classic Theories of Craniofacial Growth

A guided reading seminar course covering classical theories of craniofacial growth. References are cited refuting or supporting these theories. Students learn not only about the scientific and clinical evidence to support the 6 main theories of craniofacial growth and development, but they also learn to critically analyze this evidence and apply it to their own understanding and clinical exposure. The objective of the second part of the course is to give the student an understanding and working knowledge of the current concept of craniofacial growth at the molecular and genetic levels. Key aspects of craniofacial embryology, general concepts of patterning in development, patterning in craniofacial development and the molecular basis of a specific craniofacial disorder are discussed. This involves recent research advances in molecular biologic factors in facial growth as well as the clinical relevance of craniofacial growth.

N. NARGASKI, S-G GONG

DEN2010H Tissue Reaction to Orthodontic and Orthopedic Forces

The objective of the course is to investigate the reaction of tissues to forces created by orthodontic and functional appliances. The areas to be covered are: a) Reaction of the periodontal ligament, cortical bone, attached and free gingiva, the root and the pulp to orthodontic tooth movement with heavy and light forces; b) Muscle reaction to orthodontic and orthopedic forces: c) The condyle.

Students are required to write a term paper on a particular topic and to present this paper to the class. Students are required to plan an original project in conjunction with their term paper topic.

S. SURI, G. ALTUNA

DEN2011Y Craniofacial Morphology and Development

A seminar course that covers morphological variations, and their methods of detection and treatment from the historic and current perspective. Topics of great significance and relevance to the specialty that require a focused synthesis of the literature are included.

S. SURI

DEN2041H Interceptive Orthodontics Diagnosis and Etiology

A lecture and seminar course for students in year 1 of the MSc program which comprises lectures, preclinical seminars, and diagnostic case analyses. The objective is to teach students to recognize and diagnose the various forms of malocclusion, and understand the etiologic factors associated with the genesis of orthodontic abnormalities. Cephalometric and model analyses are studied as the basis for providing knowledge of normal and abnormal facial development. Students participate in lectures and lead case analysis seminars and preclinical diagnostic exercises they conduct with DDS2 and International Dentist Advanced Placement Program students, designed to prepare them for future clinical practice.

S. SURI, STAFF

DEN 2042H Interceptive Orthodontics Seminars on Interceptive & Early Treatment

A guided seminar course for students in year 2 of the MSc program which provides the students the ability to clearly identify clinical situations where early intervention will be most beneficial to patients, together with the limitations of such interventions. The objective is for students to be able to identify clinical situations where early and interceptive treatment is indicated, develop knowledge and familiarity with the treatment modalities available in interceptive orthodontics, become aware of the cost benefit analysis and the relation between early and definitive treatments and finally, to be able to apply appropriate early treatment optimally or to reassure and enlighten patients and parents when later treatment is more beneficial.

S. SURI, G. SOLOMON

DEN2043H Interceptive Orthodontics Management and Technique

A lecture and seminar course for students in year 3 of the MSc program comprising didactic and clinical

components. Lectures are designed to provide participating students with a greater knowledge and understanding of the principles of orthodontic diagnosis and treatment planning as well as biology of tooth movement, orthodontic appliances and the role of orthodontics in multi-disciplinary treatment. The clinical component puts into practice knowledge gained from previous didactic courses in diagnosing cases suited for interceptive orthodontics through screening sessions the students conduct with DDS3 students, teaching them skills in examination and diagnosis for orthodontic patients. Case-based learning seminars are designed to foster a more in-depth discussion of orthodontic diagnosis and treatment planning. Students also conduct a simulated treatment on an orthodontic case and teach DDS3 students all the steps involved with the treatment of a fully bonded orthodontic patient.

K. SHARMA-FUNG, STAFF

DEN2051Y Surgical Orthodontics I

This course is the first and introductory collaborative educational component of the Oral and Maxillofacial Surgery and Orthodontic graduate programs. It exposes both OMFS and Orthodontic residents to a comprehensive, detailed, and innovative clinic. The Centre for Corrective Jaw Surgery at the University of Toronto is unique in Canada and is a weekly clinic held in both the surgical and orthodontic departments. Orthodontic diagnosing, surgical orthodontic virtual surgical planning and presurgical orthodontic preparation will be emphasized. Milestones in orthognathic surgery and in surgical orthodontics are met through clinic, seminar, and operating room interactions. The first part of the course is further enhanced by 24 case-based seminars covering the full scope of facial deformity correction. These seminars are jointly presented by OMFS and Orthodontic residents.

M. CAMINITI, A. SHOJAEI, B. VENDITELLI

DEN2052Y Surgical Orthodontics II

This course is the second clinically intensive collaborative educational component of the Oral and Maxillofacial Surgery and Orthodontic graduate programs. It investigates in detail and involves the surgical educational component of the patients prepared in DEN2015Y. It involves both OMFS and Orthodontic residents to a comprehensive, detailed, and innovative clinic. This part will detail the final presurgical orthodontic preparation, presurgical orthognathic surgery preparation and post-operative aftercare all provided in the clinics. Operative orthognathic surgery (assisted by orthodontic residents) takes place at Mount Sinai or Humber River hospitals. Milestones in orthognathic surgery and in surgical orthodontics are met through clinic, seminar, and operating room interactions. Residents will be exposed and utilize the OMFS Digital Laboratory where they will have, special access to participate in the complete experience of digital planning: virtual surgical preparation, surgical guide fabrication, surgical orthodontic diagnosis, and treatment. Participation and presentation in joint seminars by guests, staff, and Fellows of both the orthodontic and OMFS programs will occur.

M. CAMINITI, A. SHOJAEI, B. VENDITELLI

DEN3001Y Oral Surgery 1 – The Physiological Basis of Disease

This course provides the Oral and Maxillofacial Surgery resident with the fundamental medical knowledge. It covers physical diagnosis, medicine and physiology. It is required for patient care and management, especially in the pre and post-operative phases, and for general consults in a hospital

setting. The course also provides an assessment of current literature and clinical research. The relationship of the basic sciences (physiology, pharmacology, biochemistry and microbiology) to disease processes through a systematic discipline, is emphasized.

M. CAMINITI, N. BLANAS , STAFF

DEN3002Y Oral Surgery 2 – Principles and Practice of Oral and Maxillofacial Surgery

The didactic component of this course provides the Oral and Maxillofacial Surgery resident with a complete understanding of the diagnosis and surgical management of diseases of the head, face, and neck regions. Seminar presentations use a case-based format. Residents participate in all areas of the clinical practice of the Oral and Maxillofacial Surgery. Sound judgment is developed through the formulation of differential diagnoses, rational treatment options and participation in the surgical procedures. In Year I, the clinical component is primarily related to the care of inpatients and an introduction to simple operative procedures. It also provides a thorough and rigorous introduction to surgery and surgical principles in general. In years III and IV, advanced clinical practice and increasing levels of responsibility for patient care are demanded which culminate in a high level of surgical skill and knowledge.

M. CAMINITI, K. CUDDY, STAFF

Clinical Methods

The Clinical Methods course will review the fundamentals of physical examination and diagnosis. It will focus mainly on the skills required for a comprehensive examination of the patient. This includes interviewing, physical diagnosis, radiographic interpretation, as well as the investigation and interpretation of laboratory studies. Students will have the opportunity to observe and question their teacher-practitioners in order to learn the more intangible aspects of practice – professional attitudes, philosophy, and the ethical standards. Off-service rotations include a year of immersion in other medical subspecialties including emergency medicine, general surgery, anaesthesia and internal medicine.

M. CAMINITI, STAFF

DEN3003Y Oral Surgery 3– Evidence-based Literature Reviews in Oral and Maxillofacial Surgery

The practice of evidence-based medicine requires the ability to define a problem and to assess, summarize and apply the information derived from current literature to daily clinical care. This course introduces the concepts of evidence-based practice and provides the Oral and Maxillofacial Surgery resident with practice in critical appraisal of the current literature. A review of selected journals on a regular basis also ensures the resident's familiarity with contemporary practice.

M. CAMINITI, K. CUDDY, STAFF

DEN3004Y Oral Surgery 4 – Applied Surgical Anatomy of the Head and Neck

This course is designed to teach anatomy for Oral and Maxillofacial Surgery. Particular attention is focused on the surgical approaches of the head, face, neck and calvarium. Techniques for harvesting bone and development of local, regional and free flaps for reconstruction are reviewed. It explores 16 core surgical competencies in approaching the broad scope required for oral and maxillofacial surgeons. It is an

extension of DEN 3005H with focus on surgical and technical skills acquisition.

M. CAMINITI, STAFF

DEN3005H Head and Neck Anatomy

The Division of Anatomy, Faculty of Medicine, together with the Faculty of Dentistry, offers a comprehensive head and neck anatomy course tailored for the specialties of Oral and Maxillofacial Surgery (OMFS), Endodontics and Prosthodontics. The course will comprise four-week (12 hour) lecture series and prosection review. There is an additional cadaver dissection and surgical approaches component (32 hours) for residents of the OMFS program.

Students will have access to specially prepared material, which may be studied in the Division of Anatomy. Dissection manuals will be available for the laboratory activities. Instructors and staff will be available during the surgical dissection laboratories and on a consulting basis.

V. MENDES AND M. CAMINITI, STAFF

DEN4001Y Pediatric Dentistry 1- Theoretical Pediatric Dentistry (phased out after 2021-22)

This seminar course is continuous throughout the program. Reading assignments and periodic seminar presentations are assigned. The majority of these seminars are presented by the Department of Pediatric Dentistry, but may be given by members of other departments to include subjects such as Oral Pathology, Practice Management, Pediatric Pharmacology, Dental Public Health, Hospital Dentistry, Feeding Disorders, Speech Pathology, Prevention, Cariology, as it applies to Pediatric Dentistry. Includes formal case presentations by the graduate students that must be prepared to the standards set by the American Board of Pediatric Dentistry.

M. CASAS, J. OXNER, H. NAINAR, F. DOSANI, N. CASSIM, G. GARISTO, J. WILES, G. KULKARNI

DEN4002Y Pediatric Dentistry 2 - Journal Review (phased out after 2021-22)

A series of discussions between faculty and graduate students, with active student participation to review critically current publications in journals related to pediatric dentistry.

M. CASAS, J. OXNER, H. NAINAR, E. BARRETT

DEN4003Y Pediatric Dentistry 3 - Facial & Dental Growth and Development in Pediatric Dentistry

This seminar course provides a comprehensive review of growth and development of the craniofacial complex. The course focuses on head & neck anatomy and dental development from in utero to adolescence. Several theories related to “how the head grows” are discussed including an examination of the functional matrix theory as it applies to craniofacial growth. The principles of bone development in the craniofacial region are reviewed in great detail. The student will gain an understanding of the biology of soft and hard tissues in the cranium. The objective of the second part of the course is to give the student an understanding and working knowledge of the current concept of craniofacial growth at the molecular and genetic levels. Key aspects of craniofacial embryology, general concepts of patterning in development, patterning in craniofacial development and the molecular basis of a specific craniofacial disorder are discussed. This involves recent

research advances in molecular biologic factors in facial growth as well as the clinical relevance of craniofacial growth.

M. CASAS, J. OXNER, D. CHANDRA, S. GONG

DEN4004H Pediatric Dentistry 4 - Child Behaviour Management

This is a seminar program in which students will review critically and discuss literature in principles of human behavior, developmental psychology, ethnicity and human behavior, and communication as it applies in the pediatric “triangle” concept. Various non-pharmacologic methods of guiding, managing and shaping behavior in the pediatric dental office will be discussed, from theoretical and practical perspectives. Some sessions will involve either case-based approaches to highlight behavioral aspects of dentistry or a review of videotapes of dentists, including graduate students in this course, interacting with patients.

M. CASAS, J. OXNER, M. PARK

DEN4005Y Pediatric Dentistry 5 - Clinical Pediatric Dentistry (not offered after 2021-22)

Note: The phasing out of this continuous three-year course will be complete by the end of academic year 2021-2022 as new individual one-year courses in Clinical Pediatric Dentistry (DEN4012Y/4013Y/4014Y) are fully introduced.

This clinical course in pediatric dentistry includes assignments at various sites through a rotation schedule. These encompass all clinical aspects related to the practice of the specialty of Pediatric Dentistry. The examination, diagnosis and treatment of the child patient and patients with special health care needs are supervised in the Graduate Pediatric Dentistry Clinic at the University of Toronto and in the Department of Pediatric Dentistry at the Hospital for Sick Children. The students will also be assigned to the Surgicentre at the Faculty of Dentistry for the comprehensive treatment of children using oral moderate sedation, non-intubated and intubated general anesthesia. Additional clinical assignments over the 3 years may include City of Toronto Public Health Clinic and Mt. Sinai Hospital. All graduate students participate in after-hours emergency call at the Hospital for Sick Children in their core program. There is a mandatory two-week anesthesia rotation at SickKids and graduate students may have the choice of an additional 1 week elective rotation in any of the following areas: plastics/craniofacial surgery, cardiology, hematology, Holland Bloorview Kids Rehab Centre, among others. Graduate students also participate with clinical staff in weekly patient care conferences and chart auditing exercises.

J. OXNER, STAFF PEDIATRIC DENTISTRY, UT. M. CASAS AND DENTAL STAFF, HOSPITAL FOR SICK CHILDREN

DEN4006Y Pediatric Dentistry 6 – Pediatric Oral Surgery

This course involves a series of presentations and reading assignments dealing with special issues in the pediatric oral and maxillofacial surgery patient. Topics include maxillofacial trauma, pediatric medical issues, odontogenic infections, TMJ disorders, tooth impactions, supernumerary teeth, ankylosed teeth, exposures, enucleations, cyst and tumors.

M. CASAS, J. OXNER, J. GARBEDIAN

DEN4007H Pediatric Dentistry 7 – Pulp Therapy and Trauma

This seminar series reviews pertinent literature regarding pulpal therapy in the primary and young permanent dentition. The course will also include a comprehensive didactic review of endodontic therapy of the young permanent dentition. The trauma series of lecture/seminars is designed to prepare the graduate student in the diagnosis and clinical management of both mature and immature permanent teeth that have experienced pulp injury due to trauma. The course will provide the student with 1) a biological perspective on the clinical sequelae to traumatic injury, 2) a clinical approach to treatment and 3) an evaluative perspective on the results of treatment and trauma.

M. CASAS, J. OXNER, A. MONCARZ

DEN4008Y Pediatric Orthodontics

This 3-year course is designed for pediatric dentistry specialty students. (a) History taking, orthodontic diagnosis, treatment planning (1st year); (b) Clinical orthodontics for pediatric dentistry students (1st, 2nd & 3rd years); (c) Mechanics in orthodontic patient treatment (2nd year); (d) Facial morphology, growth and development - assessment of Burlington data (1st yr).

M. CASAS, J. OXNER, P. SECTAKOF, S. CHUNG

DEN4009Y Pediatrics

This is a series of seminars and ward rounds directed by the Department of Pediatrics at the Hospital for Sick Children. A study of growth and development from birth to adulthood is presented, stressing normal values as well as causes and effects of deviations from them. This course runs concurrently with DEN4010Y and major topic areas are reinforced through patient presentations during ward rounds. Major infections are reviewed as to etiology, clinical manifestations and treatment, and current immunization procedures are presented. Tumors of a benign or malignant nature which are common to the pediatric age group are discussed as to clinical aspects and current therapies, and common bleeding disorders are described, with emphasis on management and relevance to dental practice. The aspects of cardiac disease in childhood are presented as well as related prophylactic measures in current use in dental practice. A lecture on basic genetics is given as to modes of inheritance, chromosomal abnormalities and methods of investigation. At the Hospital for Sick Children, patients are presented who represent some of the subjects discussed in the lecture series, thereby enhancing the latter through clinical illustrations.

M. CASAS, J. OXNER, M. WEINSTEIN, PEDIATRICS, HOSP. FOR SICK CHILDREN

DEN4010Y Pediatric Medicine & Hospital Dentistry

This seminar course has emphasis on examination of the scientific evidence supporting contemporary practice. The pediatric dentistry graduate student will gain understanding of what being a member of hospital staff entails, principles of management of dental disease under general anesthesia, medical management of a variety of co-morbidities to support their caring for the oral health of children. Topics addressed include: oro-facial wound healing, hematological diseases, cardiovascular disease, liver disease, renal disease, common syndromes & those with craniofacial malformations, dermatological diseases, disorders of muscular function, metabolic and endocrine disorders, children with medical devices, childhood cancers, respiratory diseases, neurological disorders, allergy, immunodeficiency, infectious

diseases, obesity & eating disorders, pregnancy and substance abuse. Additionally, the course will inform clinical decision-making, incorporating the added complexity of developing a comprehensive treatment plan for the pediatric patient with special health care needs. It will also discuss the issues surrounding palliative and end-of-life management of oral pain/disease.

M. CASAS, J. OXNER, F. DOSANI

DEN4011Y Conscious Sedation and Anesthesia in Pediatric Dentistry

The pharmacological management of a child's behavior is a core clinical requirement for the clinical specialty of pediatric dentistry, as is the management of children and patients with special needs under general anesthesia. This seminar course provides in-depth understanding of the pharmacokinetics of nitrous oxide-oxygen analgesia, oral moderate sedation adjuncts and patient management under deep sedation and general anaesthesia. Students must successfully complete Pediatric Advanced Cardiac Life Support (PALS) and Advanced Cardiac Life Support (ACLS) as pre-requisite courses for oral moderate sedation, non-intubated and intubated general anesthesia clinics.

M. CASAS, J. OXNER, P. COPP

DEN4012Y – Clinical Pediatric Dentistry I

This clinical course comprises the first year of clinical activity in pediatric dentistry. A pre-requisite clinical simulation course is delivered during the orientation period. This is supported by didactic introductory seminars to review basic pediatric restorative dentistry techniques, caries risk assessment and treatment planning, and permits calibration of operative skills. Following successful completion of simulation exercises, the graduate student will be assigned to clinical activity at various sites. These encompass all clinical aspects related to the practice of the specialty of Pediatric Dentistry. The examination, diagnosis and treatment of the infant and child patient and patients with special health care needs are supervised in the Graduate Pediatric Dentistry Clinic at the University of Toronto and in the Department of Dentistry at SickKids Hospital. Additional clinical assignments may include City of Toronto Public Health Clinic, and in the latter half of the clinical year, Oral Moderate Sedation clinic in the Pediatric Surgicentre. All graduate students begin participation in after-hours emergency call at SickKids towards the end of the clinical year. Grad students also participate with clinical staff in weekly patient care conferences and chart auditing exercises.

J. OXNER, STAFF, PEDIATRIC DENTISTRY, UT. M. CASAS AND DENTAL STAFF, SickKids Hospital; Mt. Sinai Hospital Dental Clinic Staff

DEN4013Y – Clinical Pediatric Dentistry II

This clinical course comprises the second year of clinical activity in pediatric dentistry. The graduate student will be assigned to clinical activity at various sites. These encompass all clinical aspects related to the practice of the specialty of Pediatric Dentistry. The examination, diagnosis and treatment of the infant and child patient and patients with special health care needs are supervised in the Graduate Pediatric Dentistry Clinic at the University of Toronto and in the Department of Dentistry at SickKids Hospital. Additional clinical assignments may include City of Toronto Public Health Clinic, Mt. Sinai operating room and ambulatory clinic for persons with disabilities. Graduate students will rotate to the Pediatric Surgicentre on a regular basis in this second year to participate in dental rehabilitation using non-intubated and intubated general anesthesia and in Oral Moderate Sedation clinic. All graduate students participate in after-hours

emergency call at SickKids during the clinical year. A mandatory rotation in anesthesia will be assigned during the second or third year. Grad students also participate with clinical staff in weekly patient care conferences and chart auditing exercises.

J. OXNER, PEDIATRIC DENTISTRY, UT. M. CASAS AND DENTAL STAFF, SickKids Hospital; Mt. Sinai Hospital Dental Clinic Staff

DEN4014Y – Clinical Pediatric Dentistry III

This clinical course comprises the final year of clinical activity in pediatric dentistry. The graduate student will be assigned to clinical activity at various sites. These encompass all clinical aspects related to the practice of the specialty of Pediatric Dentistry. The examination, diagnosis and treatment of the infant and child patient and patients with special health care needs are supervised in the Graduate Pediatric Dentistry Clinic at the University of Toronto and in the Department of Dentistry at SickKids Hospital. Additional clinical assignments may include Holland Bloorview Kids Rehab Centre, Mt. Sinai operating room for persons with disabilities. Graduate students will rotate to the Pediatric Surgicentre on a regular basis in this final year to participate in dental rehabilitation using non-intubated and intubated general anesthesia and in Oral Moderate Sedation clinic. All graduate students participate in after-hours emergency call at SickKids during the clinical year. A mandatory rotation in anesthesia will be assigned during the second or third year. Grad students also participate with clinical staff in weekly patient care conferences and chart auditing exercises.

J. OXNER, STAFF, PEDIATRIC DENTISTRY, UT. M. CASAS AND DENTAL STAFF, SickKids Hospital; Mt. Sinai Hospital Dental Clinic Staff; Staff, HBKR

DEN4101Y Pediatric Dentistry I – Pediatric Dentistry Theory I (offered in 2022-23)

This course will provide foundational theory and evidence-based content to guide the clinical treatment of the pediatric patient, and provide both faculty- and student-led opportunities for discussion of case material to demonstrate the application of this theory.

Seminars in this course may include subjects such as Pediatric Oral Pathology, Pediatric Pharmacology, Dental Public Health, Swallowing/Feeding Disorders, Speech Pathology, Prevention and Cariology.

M. CASAS, J. OXNER, H. NAINAR, F. DOSANI, N. CASSIM, G. GARISTO, J. WILES, G. KULKARNI

DEN4102Y Pediatric Dentistry II – Pediatric Dentistry Theory II (offered in 2023-24)

This course will further expand upon foundational theory and evidence-based content gained in the DEN4101Y course, to guide the clinical treatment of the pediatric patient, and provide both faculty- and student-led opportunities for discussion of case material to demonstrate the application of this theory.

M. CASAS, J. OXNER, H. NAINAR, F. DOSANI, N. CASSIM, G. GARISTO, J. WILES, G. KULKARNI

DEN4103Y Pediatric Dentistry III – Pediatric Dentistry Theory III (offered in 2024-25)

This course will further expand upon foundational theory and evidence-based content gained in the DEN4101Y and DEN4102Y courses, to guide the clinical treatment of the pediatric patient, and provide both faculty- and student-led opportunities for discussion of case material to demonstrate the application of this

theory.

M. CASAS, J. OXNER, H. NAINAR, F. DOSANI, N. CASSIM, G. GARISTO, J. WILES, G. KULKARNI

DEN4201Y Pediatric Literature/Journal Review I (offered in 2022-23)

This first year core seminar course both introduces and applies the utilization of the evidence-based paradigm for review of pediatric dentistry literature. Students will gain expertise in critical review of contemporary published pediatric dentistry literature on a variety of topics.

M. CASAS, J. OXNER, H. NAINAR, E. BARRETT

DEN4202Y Pediatric Literature/Journal Review II (offered in 2023-24)

This second year core seminar course is shared with all graduate students and extends utilization of the evidence-based paradigm for review of pediatric dentistry literature as introduced in the first year course.

M. CASAS, J. OXNER, H. NAINAR, E. BARRETT

DEN4203Y Pediatric Literature/Journal Review III (offered in 2024-25)

This third year core seminar is shared with all graduate students and extends utilization of the evidence-based paradigm for review of pediatric dentistry literature as a continuation of the previous two years of the course.

M. CASAS, J. OXNER, H. NAINAR, E. BARRETT

DEN4801Y Orthodontics for Pediatric Dentistry I (offered in 2022-23)

This course in orthodontics is designed for pediatric dentistry specialty students and includes both didactic and clinical components. Topics include history taking, orthodontic diagnosis, treatment planning, facial morphology, growth and development. Pediatric dentistry students are introduced to clinical orthodontics through patient assignment focused on Phase I treatments.

M. CASAS, J. OXNER, P. SECTAKOF, S. CHUNG

DEN4802Y Orthodontics for Pediatric Dentistry II (offered in 2023-24)

This course in orthodontics is designed for pediatric dentistry specialty students and builds upon both didactic and clinical components learned in the first year. Topics include history taking, orthodontic diagnosis, treatment planning, facial morphology, growth and development. Pediatric dentistry students are introduced to clinical orthodontics through patient assignment focused on Phase I treatments.

M. CASAS, J. OXNER, P. SECTAKOF, S. CHUNG

DEN4803Y Orthodontics for Pediatric Dentistry III (offered in 2024-25)

This course in orthodontics is designed for pediatric dentistry specialty students and builds upon both didactic and clinical components learned in the first and second year. Topics include history taking, orthodontic diagnosis, treatment planning, facial morphology, growth and development. Pediatric dentistry students are introduced to clinical orthodontics through patient assignment focused on Phase I treatments. In the third year, the focus will be on completion of clinical cases. Each student will be required to complete 2/3 of “New” patient assignments and a reasonable effort to complete assigned “Transfer” patients. The orthodontic records must be completed to the American Board of Orthodontics Standards.

M. CASAS, J. OXNER, P. SECTAKOF, S. CHUNG

DEN5001Y Graduate Endodontics Case Presentations

This weekly three-year seminar series is intended to discuss clinical cases, recently diagnosed, currently under treatment or already treated. The cases are presented by the endodontics graduate students in accordance with a specific schedule, with three cases normally presented in any given session. Presentations follow a standardized format, and include all pre-operative and intra-operative information pertaining to the presented cases. Information on anamnesis and clinical and radiographic findings is presented to form the basis for differential diagnosis, treatment planning and projection of prognosis. Information on treatment procedures performed is then presented using radiographic and photographic visual aids. The presentation is concluded with discussion of learning points and critique of the treated case provided by the presenting student. Diagnostic and therapeutic steps are to be supported by relevant evidence. The presentation is open to discussion and critique by attending students and staff.

Course components include use of Power Point for case presentation, citation of evidence supporting diagnostic and therapeutic procedures, and critique of all steps and procedures related to the treated case. Graded components of the course include (1) quality and interpretation of radiographs, (2) appropriate use of evidence base, and (3) critique of the case. The cumulative grades for each of components (1) and (2) amount to 35% of the annual grade, whereas the cumulative grades for component (3) amount to 30% of the annual grade. A grade for the course is assigned at the end of each academic year.

This course is designed to enhance and amplify the students’ scope of clinical experiences by sharing experiences from cases treated by others. The discussion also provides an opportunity for exposure to other opinions than those provided by the clinic instructors during the treatment of the presented cases, further expanding the scope of the clinical experiences. Finally, the emphasis on providing evidence for diagnostic and therapeutic procedures is designed to enhance the culture of “evidence-based healthcare” and its application in the context of endodontic treatment. Participation in this course is a program requirement.

B. BASRANI, STAFF

DEN5002Y Graduate Endodontics Topical Literature

This weekly two-year seminar series reviews the historic and principle literature that provides the basis for understanding of endodontic disease and its treatment. The scientific literature identified as being important to the field is critically reviewed and key concepts are established. Specific areas reviewed include the (i) development, structure and pathophysiology of the dental pulp and periapical tissues, (ii) causes, prevention, and management of endodontic post-treatment disease (treatment failure), (iii) effects and management of traumatic injury to the developing and developed permanent dentition, (iv)

evolution and testing of methods and materials for root canal preparation and filling, (v) long-term outcomes of endodontic treatment, (vi) considerations for post-treatment restoration, (vii) benefits and risks associated with internal bleaching, and (viii) several clinical topics. An extensive reading list and the oral presentation of selected articles on assigned topics constitute the course requirement. The series is a continuum spanning two years. Students enter the course in the beginning or in the middle in alternating years.

Course components include (1) reading of assigned literature, (2) participation in the discussion of the assigned literature, (3) presentation of the summaries of selected assigned articles, (4) preparation and presentation of entire seminars on selected topics. There is no percentage value allocated to the course components. A grade for this course is assigned based on performance in a final examination.

This course is designed to provide the biological foundation for endodontic therapy. Acquiring knowledge about this foundation is essential for education of specialists in the field of Endodontics. Participation in this course is a program requirement.

B. BASRANI, STAFF

DEN5003Y Graduate Endodontics Current Literature

This weekly seminar series reviews the current publications pertaining to endodontics in the last one year (June-May). Using comprehensive on-line search strategies, current publications related to each of 15 themes are identified. Selected journal articles on each theme are assigned to students for review. Each seminar session addresses either one of the 15 themes in accordance with a structured schedule. Few sessions are also spent to review the recent position statements and miscellaneous topics of current interest. The students submit a review on their assigned articles comprising a summary and critique, both in writing for archiving purposes and verbally during the seminars. The seminars are moderated by graduate endodontics staff members who provide the context for the impact of the reviewed articles on the body of knowledge related to each theme. Some of the sessions will also be utilized to review and summarize (a) original research articles published in all the issues of the Journal of Endodontics and (b) the position statements from the American Association of Endodontists and European Society of Endodontology.

The course components include reading of assigned articles, submission of written summaries and critique of articles, submission of two multiple-choice questions for each article, presentation of the summary and critique during the seminar, and use of cross references to provide context for the reviewed article. Graded components of the course include (1) thoroughness of cross-referencing, and (2) critique of the article. The cumulative grades for each component amount to 20% of the final grade. An examination at the end of each academic term (December and June) amounts to the remaining 80% of the course grade for that year.

This course is designed to help the students develop the necessary skills for critical reading of the scientific literature, while also acquiring knowledge of the most current advances in most areas of endodontic research. Participation in this course is a program requirement.

A. KISHEN, STAFF

DEN5004Y Single Tooth Replacements with implant supported Prosthesis

This course is designed to provide formal education and training for students enrolled in the MSc Endodontic program in the field of Implant Dentistry, with specific focus on the replacement of a single

tooth with an implant-supported prosthesis. The course consists of three modules designed to provide formal didactic, preclinical and clinical exposure in both the surgical and prosthetic phases of implant treatment.

B. BASRANI, V. MENDES, STAFF

DEN5005F Introduction to Graduate Endodontics

Students entering the MSc program in Endodontics are all dentists who have had different educational and clinical experiences. Before these students can begin treating patients, they have to increase their theoretical knowledge and clinical skills to a level expected of the specialty student. This course is designed to achieve that goal by combining the basic theoretical knowledge with hands on practice on extracted teeth.

B. BASRANI, STAFF

DEN5011Y; DEN5012Y; DEN5013Y Graduate Endodontics Case Presentations I, II, III

This weekly three-year seminar series is intended to discuss clinical cases, recently diagnosed, currently under treatment or already treated. The cases are presented by the endodontics graduate students in accordance with a specific schedule, with three cases normally presented in any given session. Presentations follow a standardized format, and include all pre-operative and intra-operative information pertaining to the presented cases. Information on anamnesis and clinical and radiographic findings is presented to form the basis for differential diagnosis, treatment planning and projection of prognosis. Information on treatment procedures performed is then presented using radiographic and photographic visual aids. The presentation is concluded with discussion of learning points and critique of the treated case provided by the presenting student. Diagnostic and therapeutic steps are to be supported by relevant evidence. The presentation is open to discussion and critique by attending students and staff.

Course components include use of Power Point for case presentation, citation of evidence supporting diagnostic and therapeutic procedures, and critique of all steps and procedures related to the treated case. Graded components of the course include (1) quality and interpretation of radiographs, (2) appropriate use of evidence base, and (3) critique of the case. The cumulative grades for each of components (1) and (2) amount to 35% of the annual grade, whereas the cumulative grades for component (3) amount to 30% of the annual grade. A grade for the course is assigned at the end of each academic year.

This course is designed to enhance and amplify the students' scope of clinical experiences by sharing experiences from cases treated by others. The discussion also provides an opportunity for exposure to other opinions than those provided by the clinic instructors during the treatment of the presented cases, further expanding the scope of the clinical experiences. Finally, the emphasis on providing evidence for diagnostic and therapeutic procedures is designed to enhance the culture of "evidence-based healthcare" and its application in the context of endodontic treatment. Participation in this course is a program requirement.

B. BASRANI, STAFF

DEN5021Y; DEN5022Y Graduate Endodontics Topical Literature I, II

This weekly two-year seminar series reviews the historic and principle literature that provides the basis for understanding of endodontic disease and its treatment. The scientific literature identified as being important to the field is critically reviewed and key concepts are established. Specific areas reviewed include the (i) development, structure and pathophysiology of the dental pulp and periapical tissues, (ii) causes, prevention, and management of endodontic post-treatment disease (treatment failure), (iii) effects and management of traumatic injury to the developing and developed permanent dentition, (iv) evolution and testing of methods and materials for root canal preparation and filling, (v) long-term outcomes of endodontic treatment, (vi) considerations for post-treatment restoration, (vii) benefits and risks associated with internal bleaching, and (viii) several clinical topics. An extensive reading list and the oral presentation of selected articles on assigned topics constitute the course requirement. The series is a continuum spanning two years. Students enter the course in the beginning or in the middle in alternating years.

Course components include (1) reading of assigned literature, (2) participation in the discussion of the assigned literature, (3) presentation of the summaries of selected assigned articles, (4) preparation and presentation of entire seminars on selected topics. There is no percentage value allocated to the course components. A grade for this course is assigned based on performance in a final examination.

This course is designed to provide the biological foundation for endodontic therapy. Acquiring knowledge about this foundation is essential for education of specialists in the field of Endodontics. Participation in this course is a program requirement.

B. BASRANI, STAFF

DEN5031Y; DEN5032Y; DEN5033Y Graduate Endodontics Current Literature I, II, and III

This weekly seminar series reviews the current publications pertaining to endodontics in the last one year (June-May). Using comprehensive on-line search strategies, current publications related to each of 15 themes are identified. Selected journal articles on each theme are assigned to students for review. Each seminar session addresses either one of the 15 themes in accordance with a structured schedule. Few sessions are also spent to review the recent position statements and miscellaneous topics of current interest. The students submit a review on their assigned articles comprising a summary and critique, both in writing for archiving purposes and verbally during the seminars. The seminars are moderated by graduate endodontics staff members who provide the context for the impact of the reviewed articles on the body of knowledge related to each theme. Some of the sessions will also be utilized to review and summarize (a) original research articles published in all the issues of the Journal of Endodontics and (b) the position statements from the American Association of Endodontists and European Society of Endodontology.

The course components include reading of assigned articles, submission of written summaries and critique of articles, submission of two multiple-choice questions for each article, presentation of the summary and critique during the seminar, and use of cross references to provide context for the reviewed article. Graded components of the course include (1) thoroughness of cross-referencing, and (2) critique of the article. The cumulative grades for each component amount to 20% of the final grade. An examination at the end of each academic term (December and June) amounts to the remaining 80% of the course grade for that year.

This course is designed to help the students develop the necessary skills for critical reading of the scientific literature, while also acquiring knowledge of the most current advances in most areas of endodontic research. Participation in this course is a program requirement.

A. KISHEN, STAFF

DEN5091Y; DEN5092Y; DEN5093Y Endodontic Clinic I, II, III

This clinical course extends over three years and involves diagnosis, treatment planning, and surgical and nonsurgical root canal treatments. All the treatments are supervised by specialty staff that is experts in the field. On-site and off-site clinical rotations supplement core clinical training. The course is limited to endodontic graduate students.

B. BASRANI, STAFF

DEN6061Y Literature Review in Periodontics I

The literature review program combines required reading and review of discussion points in order to gain an understanding of the classic and current literature in the field of periodontology. Each week, the student is presented with a list of articles that cover a given subject in its entirety. The student is expected over the course of the year to have read and be familiar with each article. Articles are chosen due to their “classic” standing, or because they highlight a given learning objective. This allows to student to focus on these articles for the weekly discussions in our seminar series. Along with a “classic” literature review, seminars are designated for current literature review in the most recent journals. This course is a pre-requisite for Literature Review in Periodontics II (DEN6062Y).

M. GOLDBERG, STAFF

DEN6062Y Literature Review in Periodontics II

The literature review program combines required reading and review of discussion points in order to gain an understanding of the classic and current literature in the field of periodontology. Each week, the student is presented with a list of articles that cover a given subject in its entirety. The student is expected over the course of the year to have read and be familiar with each article. Articles are chosen due to their “classic” standing, or because they highlight a given learning objective. This allows to student to focus on these articles for the weekly discussions in our seminar series. Along with a “classic” literature review, seminars are designated for current literature review in the most recent journals. Upon completion of Literature Review in Periodontics I and II (DEN6061Y and DEN6062Y), the student will be able to understand the classic and current literature in all aspects of the field of periodontology.

M. GOLDBERG, STAFF

DEN6071Y Clinical Case Presentations I

Residents present their clinical cases and are expected to defend the treatment provided. All aspects of the presentation will be covered which includes the medical history, clinical and radiographic interpretation, diagnosis, etiology, prognosis, treatment planning, therapy and periodontal maintenance. This course is a pre-requisite for Clinical Case Presentations II (DEN6072Y).

V. MENDES, STAFF

DEN6072Y Clinical Case Presentations II

Residents present their clinical cases and are expected to defend the treatment provided. All aspects of the presentation will be covered which includes the medical history, clinical and radiographic interpretation, diagnosis, etiology, prognosis, treatment planning, therapy and periodontal maintenance.

Upon completion of Clinical Case Presentations I and II (DEN6071Y and DEN6072Y), the student will be able to differentiate and diagnose periodontal diseases and conditions, develop and formulate treatment plan, critique and analyze the treatment plan and justify the proposed treatment plan and treatment performed.

V. MENDES, STAFF

DEN6081Y Biomaterials & Implant/Reconstructive Dentistry I

The didactic portion of this course involves lectures and seminars that focus on the surgical and restorative aspects of implant therapy, biomaterials, tissue biology and tissue engineering. The clinical aspect is primarily related to treatment planning and execution of surgical techniques in advanced implant reconstructive and plastics such as the principles and techniques for placement of various implant systems, ridge augmentation and site development procedures. This course is a pre-requisite for Biomaterials and Implant/Reconstructive Dentistry (DEN6082Y).

V. MENDES, STAFF

DEN6082Y Biomaterials & Implant/Reconstructive Dentistry II

The didactic portion of this course involves lectures and seminars that focus on the surgical and restorative aspects of implant therapy, biomaterials, tissue biology and tissue engineering. The clinical aspect is primarily related to treatment planning and execution of surgical techniques in advanced implant reconstructive and plastics such as the principles and techniques for placement of various implant systems, ridge augmentation and site development procedures. Upon completion of Biomaterials & Implant/Reconstructive Dentistry I and II (DEN6081Y and DEN6082Y) the student will learn how to perform examination for implant therapy, develop a properly sequenced implant treatment plan and provide surgical and prosthodontic implant therapy.

V. MENDES, STAFF

DEN6091Y Principles and Practice of Periodontics I

These weekly seminars review clinical cases that are being performed by the residents. The treatment plan, appropriate therapy and relevant periodontal literature are discussed. Residents will also present selected topics on various aspects related to periodontal therapy. This course is a pre-requisite for Principles and Practice of Periodontology (DEN6092Y).

V. MENDES, STAFF

DEN6092Y Principles and Practice of Periodontics II

These weekly seminars review clinical cases that are being performed by the residents. The treatment plan, appropriate therapy and relevant periodontal literature are discussed. Residents will also present selected

topics on various aspects related to periodontal therapy. This course is a pre-requisite for Principles and Practice of Periodontology (DEN6093Y).

V. MENDES, STAFF

DEN6093Y Principles and Practice of Periodontics III

These weekly seminars review clinical cases that are being performed by the residents. The treatment plan, appropriate therapy and relevant periodontal literature are discussed. Residents will also present selected topics on various aspects related to periodontal therapy. Upon completion of Principles and Practice of Periodontics I, II and III (DEN6091Y, DEN6092Y and DEN6093Y) the student will be able to justify treatment based on evidence and literature, report on most updated and relevant literature, argue and defend different treatment options and approaches, and support clinical treatment based on scientific evidence.

V. MENDES, STAFF

DEN7011Y Prosthodontic Treatment Planning

Patients demonstrate a wide range of phenotypes and treatment needs following congenital conditions or diseases that have affected the orofacial complex. Consequently, comprehensive treatment plans are required for all patients in need of complex rehabilitative care. The focus of these weekly sessions are patient presentations given by the residents, with an expectation that treatment plans will be articulated in the context of evidence-based and patient-mediated concerns. Presentations by residents focus on chief complaint, assessment, diagnosis and treatment planning.

D. CHVARTSZAID, E.BEHROOZ, STAFF

DEN7012Y Prosthodontic Case Presentations I

Patients demonstrate a wide range of phenotypes and treatment needs following congenital conditions or diseases that have affected the orofacial complex. Consequently, comprehensive treatment plans are required for all patients in need of complex rehabilitative care. The focus of these weekly sessions are patient presentations given by the residents, with an expectation that treatment plans will be articulated in the context of evidence-based and patient-mediated concerns. Presentations by residents focus on care delivery and outcome assessment.

D. CHVARTSZAID, E.BEHROOZ, STAFF

DEN7013Y Prosthodontic Case Presentations II

Patients demonstrate a wide range of phenotypes and treatment needs following congenital conditions or diseases that have affected the orofacial complex. Consequently, comprehensive treatment plans are required for all patients in need of complex rehabilitative care. The focus of these weekly sessions are patient presentations given by the residents, with an expectation that treatment plans will be articulated in the context of evidence-based and patient-mediated concerns. Presentations by residents focus on care delivery and outcome assessment.

D. CHVARTSZAID, E.BEHROOZ, STAFF

DEN7031Y; DEN7032Y; DEN7033Y Prosthodontic Topical Seminars I, II, and III

This course will consist of seminars on current topics in prosthodontics including assessment, diagnosis, aetiology, (patho)physiology, risk, prognosis, biomaterials, diseases and conditions of relevance to prosthodontics, clinical treatment approaches (incl. maxillofacial), and complications. The course will enable the student to become familiar with the various materials and methods for appraising the prosthodontic patient. Diagnosis, treatment planning, and the different fixed and removable or implant supported methods for patient treatment are analyzed and discussed. Students will be expected to develop the judgment and skills required to manage complex prosthodontic needs. The specific topics in this course vary from year to year.

D. CHVARTSZAID, STAFF

DEN7041Y; DEN7042Y; DEN7043Y Prosthodontic Current Literature I, II, and III

This seminar course reviews and critically appraises the current scientific literature pertaining to prosthodontics. This course is designed to help the students develop the necessary skill for critical reading of the scientific literature, while also acquiring knowledge of the most current advances in the diverse areas of research in prosthodontics and related areas. During weekly seminars, the students select, present and defend what they have identified as the best research papers in the contemporary literature relevant to prosthodontic care.

D. CHVARTSZAID, L. AVIVI-ARBER, J. TONOGAI, E. SOMOGYI-GANSS, STAFF

DEN7051Y; DEN7052Y Prosthodontics and Implant Surgery I and II

This course aims to provide the student with the understanding of scientific literature, biologic basis and clinical approaches in Implant Surgery, including surgical anatomy, surgical management and surgical complications.

D. CHVARTSZAID, M. LIN, STAFF

DEN7061Y; DEN7062Y; DEN7063Y Clinical Prosthodontics I, II, and III

Extensive clinical training is provided over three years in the Graduate Prosthodontics clinic. Treatments are done in close cooperation with specialists in other clinical specialties and dental technicians in relation to treatment planning and patient management. On-site and off-site clinical rotations supplement core clinical training. On-site rotation to the Implant Prosthodontic Unit (IPU) focuses on implant-related surgical training. Off-site rotations focus on management of patients with specific needs. Rotation to the Princess Margaret Hospital focuses on Maxillofacial Prosthodontics and oncologic management. Rotation to the Holland Bloorview Kids Rehabilitation Hospital focuses on management of Prosthodontic needs in a paediatric population.

D. CHVARTSZAID, M. CHOU, STAFF

PDE9091Y Clinical Endodontics

This clinical course extends over three years and involves diagnosis, treatment planning, and surgical and

nonsurgical root canal treatments. All the treatments are supervised by specialty staff that is experts in the field. On-site and off-site clinical rotations supplement core clinical training. The course is limited to endodontic graduate students.

B. BASRANI, STAFF

PDE9094Y Clinical Conferences

This is a seminar series with compulsory attendance for all graduate clinical students (except those in Oral and Maxillofacial Pathology & Oral Medicine specialty). Groups comprising two or three residents from different specialty programs are assigned to work together to present formal one-hour seminars. Topics of presentation should be multidisciplinary, related to current clinical issues in the individual specialty fields, evidenced-based, and serve to keep attendees abreast of current treatment philosophy in specialties other than their own. Credit for the course is based on a required minimum number of attendance. For those assigned to present, in addition to meeting attendance requirements, credit is based on the seminar presentation and submission of a written report of the case presentation to a journal. *(This is a credit/ non-credit course).*

M.GLOGAUER, STAFF

Description of Degree Programs (M.Sc./ Ph.D.) with Advanced Dental Specialty Training

The following symbols are used in all Specialty Program Descriptions, which follow:

* Indicates courses offered in alternate years.

« Indicates courses which may continue over a program, and which are graded when completed.

Dental Anaesthesia

Graduate Specialty Program Director

Dr. M. Wong

The principal objective of this program is to prepare the dentist to provide the full range of sedation and anaesthetic techniques for dental patients with the focus on deep sedation and general anaesthesia. An additional objective is to train clinicians to be able to undertake teaching and research in dental anaesthesia. The teaching facilities for this program are provided by the combined resources of Dental Anaesthesia in the Faculty of Dentistry and the Department of Anaesthesia, Faculty of Medicine. Training is given both at the Faculty and at teaching hospitals associated with the University. Clinical anaesthesia training includes 12 months at the Faculty, 8 months at Michael Garron Hospital (MGH) and 2 months at the Hospital for Sick Children. Additional clinical training includes rotations in internal medicine, respirology, cardiology, and orofacial pain. Students are expected to participate in a range of clinical teaching experiences, including undergraduate, continuing education, and peer teaching. The precise timing of the research component can vary and will be incorporated into the schedule on an individual basis. Each student is required to complete an ACLS (Advanced Cardiac Life Support) course in Year I and PALS (Pediatric Advanced Cardiac Life Support) in Year II. Currency in ACLS and PALS certification is mandatory during the registration period. The following is an outline of the program.

YEAR I

First term

Research Ethics (DEN1010H)

Introduction to Research Methods & Dissemination (DEN1101H)

Introduction to Biostatistics (DEN1015H)

Basic Principles of Anaesthesia (DEN1055H)

Basic Concepts in Clinical Medicine (DEN1056Y)

Dental Anaesthesia Graduate Seminars (DEN1073Y)

Foundations of Medicine as Applied to Dental Anaesthesia (DEN1074Y)

General Anaesthesia for Medical Procedures – Adult I (DEN1076H)

General Anaesthesia for Dental Procedures – Adult I (DEN1078H)

Experiences in Clinical Teaching I (DEN1084H)

Fundamentals of Dental Anaesthesia I (DEN1087Y)

Research (RST9999Y)

Second Term

Clinical Epidemiology and Evidence-Based Care (DEN1014H)

Basic Concepts in Clinical Medicine (DEN1056Y)

Dental Anaesthesia Graduate Seminars (DEN1073Y)

Foundations of Medicine as Applied to Dental Anaesthesia (DEN1074Y)

General Anaesthesia for Medical Procedures – Adult I (DEN1076H)

General Anaesthesia for Dental Procedures – Adult I (DEN1078H)

Experiences in Clinical Teaching I (DEN1084H)

Fundamentals of Dental Anaesthesia I (DEN1087Y)

Research (RST9999Y)

YEAR II

First term

General Anaesthesia for Medical Procedures – Pediatric (DEN1052Y)

Medical Anaesthesia Seminars I (DEN1071H)

Experiences in Clinical Medicine (DEN1083Y)

Experiences in Clinical Teaching II (DEN1085H)

Fundamentals of Dental Anaesthesia II (DEN1088Y)

Clinical Conferences (PDE9094Y)

Research (RST9999Y) or Research Practicum (DEN1061H)

Second Term

Research Dissemination Seminars (DEN1001H) «

General Anaesthesia for Medical Procedures – Pediatric (DEN1052Y)

Medical Anaesthesia Seminars I (DEN1071H)

Experiences in Clinical Medicine (DEN1083Y)

Experiences in Clinical Teaching II (DEN1085H)

Fundamentals of Dental Anaesthesia II (DEN1088Y)

Clinical Conferences (PDE9094Y)

Research (RST9999Y) or Research Practicum (DEN1061H)

YEAR III

First term

Medical Anaesthesia Seminars II (DEN1072Y)

General Anaesthesia for Dental Procedures – Pediatric (DEN1075Y)

General Anaesthesia for Medical Procedures – Adult II (DEN1077H)

General Anaesthesia for Dental Procedures – Adult II (DEN1079H)

Experiences in Clinical Teaching III (DEN1086H)

Fundamentals of Dental Anaesthesia III (DEN1089Y)

Clinical Conferences (PDE9094Y)

Research (RST9999Y) or Research Practicum (DEN1061H)

Second Term

Research Dissemination Seminars (DEN1001H) «

Medical Anaesthesia Seminars II (DEN1072Y)

General Anaesthesia for Dental Procedures – Pediatric (DEN1075Y)

General Anaesthesia for Medical Procedures – Adult II (DEN1077H)

General Anaesthesia for Dental Procedures – Adult II (DEN1079H)

Experiences in Clinical Teaching III (DEN1086H)

Fundamentals of Dental Anaesthesia III (DEN1089Y)

Clinical Conferences (PDE9094Y)

Research (RST9999Y) or Research Practicum (DEN1061H)

Electives – May be arranged according to the student’s interest or at the discretion of the Graduate Program Director. Elective experiences may include topics such as Emergency Medicine, Acute Care/Resuscitation, Respiriology, Cardiology, and Orofacial Pain.

Other courses can be arranged according to the student’s interest through the Graduate Program Director or Graduate Chair.

Dental Public Health

Graduate Specialty Program Director

Dr. S. Singhal

This program normally consists of a core of subjects taken in the first year and second year, with optional subjects chosen by students in consultation with the Director of the Program. The practicum is generally conducted in the months between first and second year. Courses are given by the Faculty of Dentistry and by other university units such as the Dalla Lana School of Public Health, and the Institute of Health Policy, Management and Evaluation. The following is an outline of the program curriculum. Other courses can be arranged according to the student's interest through the Director of the Program or the Associate Dean of Graduate Education. The program is also offered on a part-time basis. Part-time students have up to five years to complete all requirements. However, part-time students are not permitted to transfer to the PhD program.

YEAR I

First Term

Introduction to Public Health Sciences (CHL5004H)

Preventive Dentistry (DEN1003H)

Dental Public Health Seminars (DEN1006Y)

Research Ethics (DEN1010H)

Introduction to Research Methods & Dissemination (DEN1101H)

Introduction to Biostatistics (DEN1015H)

Oral Epidemiology (DEN1051Y)

Practicum in Dental Public Health (DEN1063Y)

Clinical Conferences (PDE9094Y)

Thesis/Research (RST9999Y)

Second Term

Graduate Research Dissemination Seminars (DEN1001H) «

Dental Public Health Seminars (DEN1006Y)

Clinical Epidemiology and Evidence-Based Care (DEN1014H)

Oral Epidemiology (DEN1051Y)

Practicum in Dental Public Health (DEN1063Y)

Management Principles in Canadian Dental Health Organizations (DEN1064H)*

Clinical Conferences (PDE9094Y)

Thesis/Research (RST9999Y)

YEAR II

First Term

Approved Option I: Health Policy or Health Economics

Approved Option II

Thesis/Research (RST9999Y) or Research Practicum (DEN1061H)

Second Term

Graduate Research Dissemination Seminars (DEN1001H) «

Management Principles in Canadian Dental Health Organizations (DEN1064H)* *(if not taken in year 1)*

Thesis/Research (RST9999Y) or Research Practicum (DEN1061H)

Endodontics

Graduate Specialty Program Director

Dr. B.R. Basrani

The graduate Endodontics program is designed to provide students with opportunities to acquire excellent clinical skills and comprehension of the underlying biology. Its components include (i) patient care, providing all aspects of endodontic treatment, (ii) topic-specific and current literature seminars, (iii) clinical conferences, (iv) core curriculum courses, (v) rotation programs (when available), (vi) research at the M.Sc. level, including application for funding, preparation of manuscripts for publication, presentation at national and international research forums, and (vii) guest lectures. Great emphasis is placed on self-learning in all of the program's components. Students are encouraged to identify research topics, related to endodontic science or any other dental or non-dental scientific area. Through continual updating of courses and research schedules, the program aims to achieve a balanced platform of excellent specialty education and committed service to patients. Students are encouraged to join the Ontario Society of Endodontists, the Canadian Academy of Endodontics and the American Association of Endodontists.

The following is an outline of the program curriculum (changes may occur according to availability of courses, particularly those offered every other year):

YEAR I

First Term

Head and Neck Anatomy (DEN3005H)

Oral and Maxillofacial Radiology (DEN1007F)

Research Ethics (DEN1010H)

Introduction to Biostatistics (DEN1015H)

Inhalation and Oral Minimal and Moderate Sedation for Dental Procedures (DEN1090H)

Graduate Endodontics Case Presentations I (DEN5011Y) *(to replace DEN5001Y)*

Graduate Endodontics Topical Literature I (DEN5021Y) *(to replace DEN5002Y)*

Graduate Endodontics Current Literature I (DEN5031Y) *(to replace DEN5003Y)*

Introduction to Graduate Endodontics (DEN5005H)

Endodontic Clinic I (DEN5091Y) *(to replace PDE9091Y)*

Clinical Conferences (PDE9094Y)

Research (RST9999Y)

Second Term

Full year courses as in First Term

Oral Pathology (DEN1002S)

Cone Beam CT Imaging (DEN1008S) - *optional*

Clinical Epidemiology and Evidence-Based Care (DEN1014H)

Pharmacology of Dental Therapeutics (DEN1062H)

Advances in Dental Materials Sciences (DEN1070H)*

Teaching (in the undergraduate preclinical endodontics course).

YEAR II

First Term

Introduction to Research Methods & Dissemination (DEN1101H)

Investigating Pathogenic Biofilms (DEN1022H)

Oral Physiology: Sensory & Neuromuscular Function (DEN1060F)

Graduate Endodontics Case Presentations (DEN5001Y)

Graduate Endodontics Case Presentations II (DEN5012Y) (*to replace DEN5001Y*)

Graduate Endodontics Topical Literature (DEN5002Y)

Graduate Endodontics Topical Literature II (DEN5022Y) (*to replace DEN5002Y*)

Graduate Endodontics Current Literature (DEN5003Y)

Graduate Endodontics Current Literature II (DEN5032Y) (*to replace DEN5003Y*)

Single Tooth Replacement with Implant Supported Prosthesis (DEN5004Y)

Endodontic Clinic (PDE9091Y)

Endodontic Clinic II (DEN5092Y) (*to replace PDE9091Y*)

Clinical Conferences (PDE9094Y)

Research (RST9999Y) or Research Practicum (DEN1061H)

Second Term

Full year courses as in First Term

Graduate Research Dissemination Seminars (DEN1001H) «

Advances in Dental Materials Sciences (DEN1070H)* *(if not taken in year 1)*

Teaching (in the undergraduate preclinical endodontics course)

YEAR III

First Term

Toronto Public Health dental clinic rotation

Graduate Endodontics Case Presentations (DEN5001Y)

Graduate Endodontics Case Presentations III (DEN5013Y) *(to replace DEN5001Y)*

Graduate Endodontics Current Literature (DEN5003Y)

Graduate Endodontics Current Literature III (DEN5033Y) *(to replace DEN5003Y)*

Single Tooth Replacement with Implant Supported Prosthesis (DEN5004Y)

Endodontic Clinic (PDE9091Y)

Endodontic Clinic III (DEN5093Y) *(to replace PDE9091Y)*

Research (RST9999Y) or Research Practicum (DEN1061H)

Second Term

Full year courses as in First Term

Graduate Research Dissemination Seminars (DEN1001H) «

Toronto Public Health dental clinic rotation

Teaching (in the undergraduate preclinical endodontics course)

Oral and Maxillofacial Pathology and Oral Medicine

Graduate Specialty Program Director

Dr. M. Magalhaes

Oral and Maxillofacial Pathology and Oral Medicine are separate programs, both of which lead to eligibility for the National Dental Specialty Examinations administered by the National Dental Examining Board of Canada and the Fellowship Examinations of the Royal College of Dentists of Canada. Accreditation requirements specify a “core” program common to both programs, which allows both Oral Pathology and Oral Medicine to be completed in four years. Oral Medicine and Oral and Maxillofacial Pathology each takes three years and may be taken independently. Each may be a customized program of study and research. Preference is normally given to candidates who wish to pursue the combined program.

An M.Sc. (Oral Medicine) or M.Sc. (Oral and Maxillofacial Pathology) is awarded for an independent program or M.Sc. (Oral and Maxillofacial Pathology and Oral Medicine) for those completing the combined program.

YEAR I

First Term

General and Special Pathology for Residents (LMP1300Y) †

Second Term

General and Special Pathology for Residents (LMP1300Y) †

YEAR II

First Term

Oral and Maxillofacial Radiology (DEN1007F)

Research Ethics (DEN1010H)

Introduction to Research Methods & Dissemination (DEN1101H)

Seminars in Advanced Oral Pathology (DEN1011Y)

Advanced Oral and Maxillofacial Pathology I (DEN1111Y) *(to replace DEN1011Y)*

Oral Medicine (DEN1012Y)

Oral Medicine I (DEN1211Y) *(to replace DEN1012Y)*

Oral Surgical Pathology (DEN1013Y)

Oral Surgical Pathology (DEN1311Y) *(to replace DEN1013Y)*

Introduction to Biostatistics (DEN1015H)

Research (RST9999Y)

Second Term

Full year courses as in First Term

Research Dissemination Seminars (DEN1001H) «

Oral Pathology (DEN1002S)

Cone Beam CT Imaging (DEN1008S) - *optional*

Clinical Epidemiology and Evidence-Based Care (DEN1014H)

YEAR III

Seminars in Advanced Oral Pathology (DEN1011Y)

Advanced Oral and Maxillofacial Pathology II (DEN1112Y) (*to replace DEN1011Y*)

Oral Medicine (DEN1012Y)

Oral Medicine II (DEN1212Y) (*to replace DEN1012Y*)

Oral Surgical Pathology (DEN1013Y)

Advanced Oral Surgical Pathology I (DEN1312Y) (*to replace DEN1013Y*)

Research (RST9999Y)

YEAR IV

First Term

Seminars in Advanced Oral Pathology (DEN1011Y)

Advanced Oral and Maxillofacial Pathology III (DEN1113Y) (*to replace DEN1011Y*)

Oral Medicine (DEN1012Y)

Oral Medicine III (DEN1213Y) (*to replace DEN1012Y*)

Oral Surgical Pathology (DEN1013Y)

Advanced Oral Surgical Pathology II (DEN1313Y) (*to replace DEN1013Y*)

Research (RST9999Y)

Second Term

Research Dissemination Seminars (DEN1001H) «

Full year courses as in First Term

Other courses may be arranged according to the student's interest by the Head of the Program or the Chair of the Graduate Department.

† Completed by M.Sc. (Oral and Maxillofacial Pathology) and M.Sc. (Oral and Maxillofacial Pathology & Medicine).

Oral and Maxillofacial Radiology

Graduate Specialty Program Director

Dr. S. Perschbacher

The graduate Oral and Maxillofacial Radiology program stresses the prescription and analysis of images to diagnose abnormalities of the craniofacial region.

The clinical program provides extensive experience in intra- and extra-oral radiography, sialography, multidetector and cone beam computed tomography and magnetic resonance imaging through patient contact in either the Oral and Maxillofacial Radiology clinic in the Faculty of Dentistry, or in one of the associated teaching hospitals. Intensive didactic courses in oral and maxillofacial pathology together with seminars relating the relevant foundational sciences underpinning disease pathogenesis to radiologic appearances provide an understanding of the mechanisms by which pathologic conditions alter the appearances of normal tissues depicted on radiologic images. Radiology rounds conducted with medical radiology residents highlight the use of advanced imaging to diagnose abnormalities of the head and neck. Radiation biology and physics, biostatistics and epidemiology, disorders of the temporomandibular joints and experience in undergraduate teaching are also integral components of the program.

An M.Sc. or Ph.D. degree is also completed as part of the research component of the program. This involves the identification of a basic scientific, clinical or educational research topic identified by the graduate student as an area of interest. The research project is further refined in collaboration with a faculty member, and the work is examined in the form of a written thesis and oral defense.

Successful completion of the program entitles the student to challenge both the National Dental Specialty Examination administered by the Royal College of Dentists of Canada, leading to Fellowship in the College, and the American Board of Oral and Maxillofacial Radiology examination. The following is an outline of the program curriculum:

YEAR I

First Term

Head & Neck Anatomy (DEN3005H)

Oral and Maxillofacial Radiology (DEN1007F)

Research Ethics (DEN1010H)

Oral Surgical Pathology (DEN1311Y) *(to replace DEN1013Y)*

Advanced Oral and Maxillofacial Radiology I (DEN1094Y)

Research (RST9999Y)

Mi Applied Physics modules (<http://www.miappliedphysics.com>)

Second Term

As in first term plus

Physics of Radiology – Part I

Oral Pathology (DEN1002S)

Temporomandibular Disorders (DEN1017S)*

YEAR II

First Term

Introduction to Research Methods & Dissemination (DEN1101H)

Oral Surgical Pathology (DEN1013Y)

Advanced Oral Surgical Pathology I (DEN1312Y) *(to replace DEN1013Y)*

Introduction to Biostatistics (DEN1015H)

Advanced Oral and Maxillofacial Radiology II (DEN1095Y)

Clinical Conferences (PDE9094Y)

Research (RST9999Y)

Mi Applied Physics modules (<http://www.miappliedphysics.com>)

Second Term

As in first term plus

Clinical and Experimental Radiobiology

Graduate Research Dissemination Seminars (DEN1001H) «

Clinical Epidemiology and Evidence-Based Care (DEN1014H)

Temporomandibular Disorders (DEN1017S)* *(if not taken in year 1)*

YEAR III

First Term

Advanced Oral and Maxillofacial Radiology III (DEN1096Y)

Research/Thesis (RST9999Y)

Second Term

As in first term plus

Graduate Research Dissemination Seminars (DEN1001H) «

Oral and Maxillofacial Surgery

Graduate Specialty Program Director

Dr. M. Caminiti

The program in Oral and Maxillofacial Surgery is a minimum of four years (48 months) in length to satisfy the completion of didactic and clinical requirements as well as those of the M.Sc. degree. Clinical activities are based primarily at Mt. Sinai Hospital, Sunnybrook Health Sciences Centre, Humber River Hospital, and Holland Bloorview Kids Rehabilitation Hospital. There is also additional participation at other University of Toronto Affiliated Teaching centres: The Hospital for Sick Children, Rouge Valley Health Network, Trillium Health (Mississauga), Thunder Bay Regional Hospital, and Hotel Dieu Grace Healthcare (Windsor).

Residents participate in all areas of Oral and Maxillofacial Surgery with increasing responsibilities for patient care in a graduated fashion. There is also a strong component of clinic care within the faculty of Dentistry with teaching opportunities to undergraduate students. The junior resident (PGY1) is focused primarily on patient care and outpatient clinic management with assistance in the operating room. The sophomore resident (PGY2) is an off-service rotation with 12 months of clinical rotations in General Surgery, Trauma Surgery, Emergency Medicine, Anesthesiology, Plastic Surgery and Head and Neck Surgery. The senior resident (PGY3) is responsible for management of the operating rooms and developing surgical skills. The final Chief Resident year (PGY4) demands a leadership role in coordinating the 36 operating rooms days per month and the 42 clinic days per month. In PGY4, external electives may be arranged (to a maximum of one month) in craniofacial surgery, head and neck surgery, reconstructive surgery, cleft lip and palate surgery, cosmetic surgery and maxillofacial trauma. ACLS training is to be completed prior to commencement of Year III, ATLS training must be completed before the end of Year IV. The OMS Program is associated with TAAAC (Toronto Addis Ababa Academic Collaborative) and Face the Future Foundation for educational and surgical training of OMS colleagues in Ethiopia every fall. Participation in Northern Clinic visits as an outreach of the Craniofacial Program at Holland Bloorview is also available.

A requirement of the Faculty of Dentistry is the registration into the School of Graduate Studies and the obtaining of a Master's of Science Degree. This needs to be an original study in either clinical, epidemiological, education or laboratory research and undertaken according to the residents' interest and the availability of a graduate research committee. The research must be published in a comprehensive thesis and supported by an oral defense. The research component is a key element in the complete education of a surgical resident and dedicated time and support is provided for this endeavour.

The following is the outline of the curriculum:

YEAR I

First Term

Head and Neck Anatomy (DEN3005H)

Introduction to Research Methods & Dissemination (DEN1101H)

Principles of Surgery (Faculty of Medicine; Surgical Skills Centre)

Oral and Maxillofacial Radiology (DEN1007F)

Research Ethics (DEN1010H)

Oral Surgical Pathology (DEN1311Y) *(to replace DEN1013Y)*

Surgical Orthodontics I (DEN2051Y) *(to replace DEN2005Y)*

OMFS 1 - The Physiological Basis of Disease (DEN3001Y)

OMFS 2 - Principles and Practice of Oral and Maxillofacial Surgery (DEN3002Y)

OMFS 3 - Evidence-based Literature Reviews in Oral and Maxillofacial Surgery (DEN3003Y)

OMFS 4 - Applied Surgical Anatomy of the Head and Neck (DEN3004Y)

Clinical Conference (PDE9094Y)

Research (RST9999Y)

Second Term

Graduate Research Dissemination Seminars (DEN1001H) «

Oral Pathology (DEN1002S)

Cone Beam CT Imaging (DEN1008S) - *optional*

Full year courses as in First Term

YEAR II

First Term

Introduction to Biostatistics (DEN1015H)

OMFS 1 - The Physiological Basis of Disease (DEN3001Y)

OMFS 2 - Principles and Practice of Oral and Maxillofacial Surgery (DEN3002Y)

OMFS 3 - Evidence-based Literature Reviews in Oral and Maxillofacial Surgery (DEN3003Y)

Research (RST9999Y)

CLINICAL ROTATIONS

Anaesthesia – 3 months (Adult), 1 month (Pediatric); Internal Medicine - 2 months; Emergency Medicine - 1 month; General Surgery - 2 months; Otolaryngology Head and Neck Surgery - 2 months; ICU - 1 month; Craniofacial Surgery – 1 month

Second Term

Full year courses as in First Term

YEAR III

First Term

Oral Surgical Pathology (DEN1013Y)

Advanced Oral Surgical Pathology I (DEN1312Y) *(to replace DEN1013Y)*

Surgical Orthodontics (DEN2005Y)

Surgical Orthodontics II (DEN2052Y) *(to replace DEN2005Y)*

OMFS 1 - The Physiological Basis of Disease (DEN3001Y)

OMFS 2 - Principles and Practice of Oral and Maxillofacial Surgery (DEN3002Y)

OMFS 3 - Evidence-based Literature Reviews in Oral and Maxillofacial Surgery (DEN3003Y)

OMFS 4 - Applied Surgical Anatomy of the Head and Neck (DEN3004Y)

Clinical Conferences (PDE9094Y)

Research (RST9999Y)

Second Term

Graduate Research Dissemination Seminars (DEN1001H) «

Full year courses as in First Term

YEAR IV

First Term

Surgical Orthodontics (DEN2005Y)

Surgical Orthodontics II (DEN2052Y) *(to replace DEN2005Y) – Audit only*

OMFS 1 - The Physiological Basis of Disease (DEN3001Y)

OMFS 2 - Principles and Practice of Oral and Maxillofacial Surgery (DEN3002Y)

OMFS 3 - Evidence-based Literature Reviews in Oral and Maxillofacial Surgery (DEN3003Y)

Research/Thesis (RST9999Y)

Second Term

Graduate Research Dissemination Seminars (DEN1001H) «

Full year courses as in First Term

Orthodontics and Dentofacial Orthopedics

Graduate Specialty Program Director

Dr. S. Suri

The mission of the graduate specialty program in Orthodontics and Dentofacial Orthopedics is to graduate orthodontists who have the scientific training and clinical skills to make evidence based treatment decisions and provide excellent clinical orthodontic care together with a research experience that ensures the ability to critically evaluate the literature and the desire to be life-long learners.

The specific objectives are to:

- a) Provide a strong educational background in science and investigatory methodology so that decisions in clinical care are evidence based and patient centered.
- b) Provide research and teaching experiences that are formulated on the principles and procedures that have biological and scientific validity.
- c) Provide the evaluation and information retrieval skills that are used to critically evaluate the scientific literature and emphasize the principles of an orthodontic career of life-long learning.
- d) Provide the opportunity to interact with other dental care specialties to provide comprehensive care in those patients who require a team approach to their overall care.
- e) Provide the basic training in clinical technique and mechanotherapy and develop the clinical skills that will produce a competent clinician.

The program provides a comprehensive education in orthodontics through a three-year M.Sc. program, through a balance in the major components of the graduate students' education in orthodontic treatment, didactics, research and research related courses. The program provides the students dedicated research time throughout the 3 years.

Graduate students must be able to demonstrate adequate background knowledge of the following subjects, which will not be scheduled in the formal curriculum of study: 1) Dental Histology; 2) Preventive Dentistry; and 3) Gross Anatomy. Oral examinations will be held in the first clinical year if the standard of knowledge in any of the above subjects is below that required. Arrangements for a formal course of instruction must be made through the graduate specialty program directors of the programs concerned.

The following is an outline of the program curriculum:

YEAR I

First Term

Head and Neck Anatomy (DEN3005H)

Oral and Maxillofacial Radiology (DEN1007F)

Research Ethics (DEN1010H)

Introduction to Research Methods & Dissemination (DEN1101H)

Introduction to Biostatistics (DEN1015H)

Oral Physiology: Sensory and Neuromuscular Function (DEN1060F)

Orthodontics 1 – Advanced Orthodontic Diagnosis and Treatment Planning (DEN2001Y)

Interceptive Orthodontics Diagnosis and Etiology (DEN2041Y) *(to replace DEN2004Y)*

Surgical Orthodontics I (DEN2051Y) *(to replace DEN2005Y)*

Facial Growth and Facial Analysis (DEN2006Y)

Tissue Reaction to Orthodontic and Orthopedic Forces (DEN2010H)

Clinical Conferences (PDE9094Y)

Research (RST9999Y)

Second Term

As in first term with the addition of

Cone Beam CT Imaging (DEN1008S) - *optional*

Clinical Epidemiology and Evidence-Based Care (DEN1014H)

YEAR II

First Term

Orthodontics 2 – Biomechanics, Orthodontic Technique and Practice Administration (DEN2002Y)

Interceptive Orthodontics Seminars on Interceptive & Early Treatment (DEN2042Y) *(to replace DEN2004Y)*

Surgical Orthodontics (DEN2005Y)

Surgical Orthodontics II (DEN2052Y) *(to replace DEN2005Y)*

Craniofacial Anomalies (DEN2007Y)*

Classic Theories of Craniofacial Growth (DEN2009H)

Craniofacial Morphology and Development (DEN2011Y) Clinical Conferences (PDE9094Y)

Research (RST9999Y)

Second Term

As in first term with the addition of

Graduate Research Dissemination Seminars (DEN1001H) «

Occlusion: Function and Dysfunction (DEN1016S)*

Temporomandibular Disorders (DEN1017S)*

YEAR III

First Term

Orthodontics 3 – Ortho Tech & Clin Prac (DEN2003Y)

Orthodontics 4 – Interceptive Ortho (DEN2004Y)

Interceptive Orthodontics Management and Technique (DEN2043Y) *(to replace DEN2004Y)*

Craniofacial Anomalies (DEN2007Y)* *(if not taken in year 2)*

Clinical Conferences (PDE9094Y)

Research (RST9999Y)

Second Term

As in first term plus

Graduate Research Dissemination Seminars (DEN1001H) «

Occlusion: Function and Dysfunction (DEN1016S)* *(if not taken in year 2)*

Temporomandibular Disorders (DEN1017S)* *(if not taken in year 2)*

Other courses can be arranged according to the student's interest through the Director of the Program, or Chair of the Graduate Department.

*offered in alternate years

Pediatric Dentistry

Graduate Specialty Program Co-Directors

Dr. M. Casas, Dr. J. Oxner

The Faculty of Dentistry, University of Toronto is the oldest fully accredited specialty program in Pediatric Dentistry in Canada. This is a three year program leading to a Master's of Science Degree (and option of Ph.D.) with advanced clinical training in all aspects of Pediatric Dentistry. The didactic program is centered at the Faculty of Dentistry, while the clinical program will be divided between the Faculty of Dentistry and The Hospital for Sick Children with additional assigned rotations to Mt. Sinai Hospital and Holland Bloorview Kids Rehab Centre. During the program graduate students will manage emergency cases, provide dental rehabilitation under conscious sedation and general anaesthesia, will provide specialty consultations, manage pediatric oral pathology, oral and maxillofacial surgery, fixed and removable orthodontics and complex restorative cases. In addition, graduate students will be assigned undergraduate teaching responsibilities. Graduate students are required to complete a Master's research project during the program Note: curriculum is subject to change to meet the needs of the grad students. Not all courses are offered each year.

The following is an outline of the program curriculum:

YEAR I

First Term

Preventive Dentistry (DEN1003F)

Oral and Maxillofacial Radiology (DEN1007F)

Research Ethics (DEN1010H)

Introduction to Research Methods & Dissemination (DEN1101H)

Introduction to Biostatistics (DEN1015H)

Inhalation and Oral Minimal and Moderate Sedation for Dental Procedures (DEN1090H)

Craniofacial Anomalies* (DEN2007Y)

Pediatric Dentistry Theory I (DEN4101Y) (*to replace DEN4001Y*)

Pediatric Dentistry Journal/Literature Review I (DEN4201Y) (*to replace DEN4002Y*)

Pediatric Dentistry 3 – Facial and Dental Growth and Development in Pediatric Dentistry (DEN4003Y)

Pediatric Dentistry 4 – Child Behaviour Management (DEN4004H)

Pediatric Dentistry 6 – Oral and Maxillofacial Surgery as it Applies to Pediatric Dentistry (DEN4006Y)

Pediatric Dentistry 7 – Pulp Therapy and Trauma (DEN4007H)

Orthodontics for Pediatric Dentistry I (DEN4801Y) *(to replace DEN4008Y)*

Pediatrics (DEN4009Y)

Pediatric Dentistry 9 – Paediatric Medicine and Hospital Dentistry (DEN4010Y)

Pediatric Dentistry 8 – Conscious Sedation and Anaesthesia in Pediatric Dentistry (DEN4011Y)

Clinical Pediatric Dentistry I (DEN4012Y) *(to replace DEN4005Y)*

Clinical Conferences (PDE9094Y) Research (RST9999Y)

Second Term

Oral Pathology (DEN1002S)

Cone Beam CT Imaging (DEN1008S) - *optional*

Clinical Epidemiology and Evidence-Based Care (DEN1014H)

Pharmacology of Dental Therapeutics (DEN1062H) *(Audit)*

Full year courses as in First Term

YEAR II

First Term

Craniofacial Anomalies* (DEN2007Y) *(if not taken in year 1)*

Pediatric Dentistry 1 – Theoretical Pediatric Dentistry (DEN4001Y)

Pediatric Dentistry Theory II (DEN4102Y) *(to replace DEN4001Y)*

Pediatric Dentistry 2 – Journal Review (DEN4002Y)

Pediatric Dentistry Journal/Literature Review II (DEN4202Y) *(to replace DEN4002Y)*

Clinical Pediatric Dentistry II (DEN4013Y) *(to replace DEN4005Y)*

Pediatric Orthodontics (DEN4008Y)

Orthodontics for Pediatric Dentistry II (DEN4802Y) *(to replace DEN4008Y)*

Clinical Conferences (PDE9094Y)

Research (RST9999Y) or Research Practicum (DEN1061H)

Second Term

Graduate Research Dissemination Seminars (DEN1001H) «

Dental Materials Science (DEN1070H)*

Full year courses as in First Term

YEAR III

First Term

Pediatric Dentistry 1 – Theoretical Pediatric Dentistry (DEN4001Y)

Pediatric Dentistry Theory III (DEN4103Y) *(to replace DEN4001Y)*

Pediatric Dentistry 2 – Journal Review (DEN4002Y)

Pediatric Dentistry Journal/Literature Review III (DEN4203Y) *(to replace DEN4002Y)*

Pediatric Dentistry 5 – Clinical Pediatric Dentistry (DEN4005Y)

Pediatric Orthodontics (DEN4008Y)

Orthodontics for Pediatric Dentistry III (DEN4803Y) *(to replace DEN4008Y)*

Clinical Pediatric Dentistry III (DEN4014Y) *(to replace DEN4005Y)*

Research (RST9999Y) or Research Practicum (DEN1061H)

Second Term

As in first term with the addition of:

Graduate Research Dissemination Seminars (DEN1001H) «

Dental Materials Science (DEN1070H)* *(if not taken in year 2)*

**offered in alternate years*

Periodontics

Graduate Specialty Program Director

Dr. V. Mendes

The degree program in Periodontics at the Faculty of Dentistry, University of Toronto is designed to provide graduate residents with advanced dental specialty training in periodontics and implantology. It is a minimum three-year program that generally accepts up to 3 residents per year. Successful candidates graduating from this program are eligible, following completion of appropriate licensure examinations, for certification as periodontists.

This program prepares the graduate residents for a career in periodontics by focusing on the clinical and scientific research training. Residents graduating from this program will receive a Master of Science and many will have publications in peer-reviewed journals. Graduate residents interested in a career in academia may also pursue a Ph.D. in conjunction with the clinical periodontal training, however this program is currently under review and not being offered.

With regard to clinical training, residents are exposed to all the facets of modern periodontics. They will become adept in diagnosing and treating periodontal diseases and other diseases of the oral cavity. Advanced surgical training includes exposure to periodontal plastics and regenerative procedures. Residents are trained to use a variety of endosseous implant systems. The Oral Reconstruction Center is a program that has been developed in collaboration with periodontists, oral and maxillofacial surgeons and prosthodontists where residents are exposed to a multi-disciplinary approach in advanced oral reconstructive therapy. Residents are also expected to be competent in single drug IV sedation.

This program is further enhanced by participation in hospital-based periodontics, craniofacial pain, oral medicine and oral pathology rotations. In addition, residents are exposed to the clinical service and research program at the Severe-Refractory Periodontal Disease Investigation and Treatment Unit. Patients with extremely severe periodontal disease are subjected to detailed microbial and host system analyses for the production of prospective outcome data following standard and novel treatment approaches. These novel treatments are based upon medical and pharmacological principles that focus on regulation of host factors such as matrix metalloprotease levels, modulation of inflammation and bone resorption.

The general structure of this program is based on the following format. Residents in their 1st year will be expected to enter the thesis stream program in July. At this point, they will have chosen a research project/supervisor so that they may begin their research projects. The 1st year includes clinical and didactic training but is predominantly dedicated to the Masters Research project. Much more intense clinical training begins in the 2nd and 3rd years of the program. If a resident is unable to complete the thesis-stream MSc program, the resident will be asked to withdraw from the program in graduate periodontics. In only rare circumstances and at the discretion of the Director of Graduate Periodontics is a resident allowed to switch from a thesis stream Master program into a non-thesis stream Masters with a research practicum.

Applicants are also advised that upon acceptance into the Periodontics program they are required to purchase the following item: Camera for Case Documentation (details provided upon acceptance).

The following is an outline of the curriculum and coursework required for completion of the degree program in Periodontics.

YEAR I

First Term

Research Ethics (DEN1010H)

Introduction to Research Methods & Dissemination (DEN1101H)

Oral and Maxillofacial Radiology (DEN1007F)

Introduction to Biostatistics (DEN1015H)

Periodontology – Seminars and Clinics I (DEN1033Y)

Literature Review in Periodontics I (DEN6061Y) *(to replace DEN1036Y)*

Principles and Practice of Periodontics I (DEN6091Y) *(to replace DEN1039Y)*

Inhalation and Oral Minimal and Moderate Sedation for Dental Procedures (DEN1090H)

Research (RST9999Y)

Second Term

As in first term with the addition of:

Cone Beam CT Imaging (DEN1008S) - *optional*

Clinical Epidemiology and Evidence-Based Care (DEN1014H)

Advances in Dental Materials Sciences (DEN1070H)*

YEAR II

First Term

Investigating Pathogenic Biofilms (DEN1022F)

Periodontology – Seminars and Clinics II (DEN1034Y)

Literature Review in Periodontology (DEN1036Y)

Literature Review in Periodontics II (DEN6062Y) *(to replace DEN1036Y)*

Clinical Case Presentations (DEN1037Y)

Clinical Case Presentations I (DEN6071Y) *(to replace DEN1037Y)*

Biomaterials and Implant/Reconstructive Dentistry (DEN1038Y)

Biomaterials and Implant/Reconstructive Dentistry I (DEN6081Y) *(to replace DEN1038Y)*

Principles and Practice of Periodontology (DEN1039Y)

Principles and Practice of Periodontics II (DEN6092Y) *(to replace DEN1039Y)*

Parenteral Moderate Sedation for Dental Procedures (DEN1091Y)

Clinical Conferences (PDE9094Y)

Research (RST9999Y) or Research Practicum (DEN1061H)

Second Term

Same as First Term plus:

Graduate Research Dissemination Seminars (DEN1001H) «

Oral Pathology (DEN1002S)

Advances in Dental Materials Sciences (DEN1070H)* *(if not taken in year 1)*

YEAR III

First Term

Oral Surgical Pathology (DEN1311Y) *(to replace DEN1013Y)*

Periodontology - Seminars and Clinics III (DEN1035Y)

Clinical Case Presentations (DEN1037Y)

Clinical Case Presentations II (DEN6072Y) *(to replace DEN1037Y)*

Biomaterials and Implant/Reconstructive Dentistry (DEN1038Y)

Biomaterials and Implant/Reconstructive Dentistry II (DEN6082Y) *(to replace DEN1038Y)*

Principles and Practice of Periodontology (DEN1039Y)

Principles and Practice of Periodontics III (DEN6093Y) *(to replace DEN1039Y)*

Clinical Conferences (PDE9094Y)

Mount Sinai Rotations

Princess Margaret Hospital Rotations

Implant Prosthodontics Unit (IPU)

Oral Pathology Rotation (Clinical and Microscopic)

Research (RST9999Y) or Research Practicum (DEN1061H)

Elective Graduate Courses

Second Term

Same as First Term plus:

Graduate Research Dissemination Seminars (DEN1001H) «

Other courses may be arranged

Prosthodontics

Graduate Specialty Program Director

Dr. D. Chvartzaid

This degree program prepares students for careers in the specialty of Prosthodontics with particular emphasis on developing clinical teachers and researchers. The eclectic nature of the specialty demands clinical skill and pedagogic acquisition in achieving the competencies to solve patients' stomatognathic problems using the optimal choice of fixed, removable or implant supported prostheses. Prosthodontics also requires a climate of scientific rigor in the development of evidence-based clinical decision making concerning the comprehensive treatment needs of all partially and completely edentulous patients, including those with maxillofacial defects.

Extensive clinical training is provided under close supervision in the Faculty of Dentistry Prosthodontics and the Implant Prosthodontic Unit. Strong surgical, communication, and interpersonal skills are developed in addition to the core prosthodontic skills. Off-site rotations focus on management of patients with specific needs. Rotation to the Princess Margaret Hospital focuses on Maxillofacial Prosthodontics and oncologic management. Rotation to the Holland Bloorview Kids Rehabilitation Hospital focuses on management of Prosthodontic needs in child and adolescent patients. The purpose of these residencies is to learn by observation, participation in treatment planning, and actual clinical treatment, the methods for management used for these patient populations and the challenges involved for achieving optimal treatment results.

As a clinical requirement, a minimum of 20 assigned comprehensively treated patients must be completed to the satisfaction of the Graduate Specialty Program Director. The three year course leads to an MSc Degree. Students interested in pursuing a research career will also have the opportunity to apply for a PhD position. A formal curriculum is available to ensure that education objectives are met. The following courses comprise the proposed curriculum, but may be modified to suit the student's research goals. Course selection may also be modified to include substitute or elective courses as required for the preparation of the Master's degree requirements.

YEAR I

First Term

Head & Neck Anatomy (DEN3005H)

Research Ethics (DEN1010H)

Oral and Maxillofacial Radiology (DEN1007H)

Introduction to Biostatistics (DEN1015H)

Prosthodontics I - Prosthodontic Treatment Planning and Case Presentations (DEN1041Y)

Prosthodontic Treatment Planning (*to replace DEN1041Y*)

Prosthodontics II - Key Concepts in Prosthodontics and Laboratory Management (DEN1042Y)

Prosthodontic Topical Seminars I (DEN7031Y) *(to replace DEN1043Y)*

Prosthodontic Current Literature I (DEN7041Y) *(to replace DEN1044Y)*

Prosthodontics and Surgery I (DEN7051Y) *(to replace DEN1045Y)*

Clinical Prosthodontics I (DEN7061Y) *(to replace DEN1046Y)*

Oral Physiology: Sensory and Neuromuscular Function (DEN1060F)

Inhalation and Oral Minimal and Moderate Sedation for Dental Procedures (DEN1090H)

Research (RST9999Y)

Second Term

Same as first term with the addition of:

Cone Beam CT Imaging (DEN1008S) - *optional*

Clinical Epidemiology and Evidence-Based Care (DEN1014H)

Occlusion: Function and Dysfunction (DEN1016S)*

Temporomandibular Disorders (DEN1017S)*

YEAR II

First Term

Introduction to Research Methods & Dissemination (DEN1101H)

Prosthodontics I (DEN1041Y)

Prosthodontic Case Presentations I (DEN7012Y) *(to replace DEN1041Y)*

Prosthodontics III (DEN1043Y)

Prosthodontic Topical Seminars II (DEN7032Y) *(to replace DEN1043Y)*

Prosthodontics IV (DEN1044Y)

Prosthodontic Current Literature II (DEN7042Y) *(to replace DEN1044Y)*

Prosthodontics V (DEN1045Y)

Prosthodontics and Surgery II (DEN7052Y) *(to replace DEN1045Y)*

Clinical Prosthodontics (DEN1046Y)

Clinical Prosthodontics II (DEN7062Y) *(to replace DEN1046Y)*

Research (RST9999Y) or Research Practicum (DEN1061H)

Second Term

Same as first term with the addition of:

Graduate Research Dissemination Seminars (DEN1001H) «

Occlusion: Function and Dysfunction (DEN1016S)* *(if not taken in year 1)*

Temporomandibular Disorders (DEN1017S)* *(if not taken in year 1)*

Advances in Dental Materials Sciences (DEN1070H)*

Elective Graduate Courses

YEAR III

First Term

Prosthodontics I (DEN1041Y)

Prosthodontic Case Presentations II (DEN7013Y) *(to replace DEN1041Y)*

Prosthodontics III (DEN1043Y)

Prosthodontic Topical Seminars III (DEN7033Y) *(to replace DEN1043Y)*

Prosthodontics IV (DEN1044Y)

Prosthodontic Current Literature III (DEN7043Y) *(to replace DEN1044Y)*

Clinical Prosthodontics (DEN1046Y)

Clinical Prosthodontics III (DEN7063Y) *(to replace DEN1046Y)*

Clinical Conferences (PDE9094Y)

Research (RST9999Y) or Research Practicum (DEN1061H)

Elective Graduate Courses

Second Term

Same as first term with the addition of:

Graduate Research Dissemination Seminars (DEN1001H) «

Advances in Dental Materials Sciences (DEN1070H)* *(if not taken in year 2)*

*offered in alternate years

Oral & Maxillofacial Surgery Internship Program

The OMFS internship program is a one year program designed specifically for advanced training in OMFS with the goal towards eventual specializing. Successful applicants will be registered as postgraduate students in the Faculty of Dentistry for the length of their appointment.

Application Process

In order to be eligible for admission consideration, an applicant must be either a graduate of the Doctor of Dental Surgery Program at the University of Toronto, or an equivalent ADA/CDA recognized dental program.

How To Apply

You must complete a paper application form, which can be obtained from the Faculty of Dentistry website. In addition to the application form the following documents must be received by the Admissions office by the **November 1** application deadline:

- Non-refundable application service fee of \$275 CDN (credit card, bank draft or money order payable to the University of Toronto). **We do not accept personal cheques.**
- Curriculum Vitae or Resume
- One to two page statement outlining your interest in the program. Include information on your background, interest, aptitude and ability for the internship program.

In addition, applicants must arrange for the following documents to be submitted directly to the Admissions Office by the application deadline:

- Official dental school transcript in a sealed envelope from the issuing institutions.
- Two letters of reference in sealed envelopes.

Admission documents need to be mailed to the following address:

Admissions Office
Faculty of Dentistry
124 Edward Street, Room 104
Toronto, ON M5G1G6
Canada

Interviews

Interviews are an integral part of the application process. By January each year, shortlisted applicants to the Oral Surgery internship program will be invited for an interview via e-mail. Those not invited for interviews will be informed at this time as well via e-mail.

Program Start Date

This will be a July 1 to June 30 position shadowing a junior resident with didactic participation at SBH and

MSH and rounds as well as following the HDR curriculum.

Practice of Dentistry in Ontario

Successful applicants will be required to obtain either an Educational Certificate or a General Certificate of Registration (licence) before they may practice in Ontario. Candidates who have not completed the NDEB examinations obtain an Educational Certificate. Incoming residents should contact the Registrar, Royal College of Dental Surgeons of Ontario (RCDSO), 6 Crescent Road, Fifth Floor, Toronto, Ontario, Canada, M4W 1T1, well in advance of their official starting date to obtain annual licensing costs and to make the necessary arrangements. Tel: (416) 961-6555; Fax: (416) 961-5814.

Registration & Payment of Fees

Prior to the start of their appointment, the oral surgery intern will be required to remit current registration fee charges for the summer session, thereby registering as a student in the program. The Faculty will cover the tuition fees for the fall/winter terms. The intern will receive an annual stipend of approximately \$45 000.00.

Residencies in General Dentistry

One year residencies in general dentistry are available in the following University of Toronto teaching hospitals:

The Hospital for Sick Children (4 positions)

Mount Sinai Hospital (6 positions)

Sunnybrook Health Sciences Centre (3 positions)

Residents are given supervised clinical experience in hospital dentistry and assignments to other hospital departments. A three-week to one month assignment to a northern Ontario hospital is offered also. The Associate Dean of Graduate Education, in consultation with Hospital Directors, arranges a special seminar course for dental residents. Completion of the seminar course comprises residents to demonstrate –

- 1) Minimum of 70% attendance of seminars
- 2) Active participation and involvement in discussions of seminars
- 3) A grade of 80% or better on the IV sedation exam

Other components of the one year residency program require that residents give a group oral presentation at the City Wide rounds in November and May of the following year. A critically important part of the course is participation in the question and answer period that follows each presentation.

Admission Requirements

To be eligible for admission into the Dental Residency program applicants must:

- Be a graduate of a four year dentistry program or possess equivalent qualifications, by the commencement of the appointment in June.
- Foreign-trained dental graduates, i.e. graduates of non-accredited dental programs, should have completed the International Dentist Advanced Placement Program and the National Dental Examining Board of Canada (NDEB) examinations.
- As English is the primary language of instruction and communication at the University of Toronto, applicants must demonstrate an adequate level of proficiency in English, regardless of their citizenship status or country of origin. Applicants from universities outside Canada where English is not the primary language of instruction must provide results of an English language proficiency examination as part of their application. Tests must have been taken **within the last 2 years** at the time of submission of their application. Acceptable proof of English facility must be submitted by the application deadline (September 29). Official test scores must be sent by the testing agency directly to the University of Toronto. Our institution code is 0982. The following tests are recognized:
 - a) Test of English as a Foreign (TOEFL): The Minimum requirement is TOEFL PBT - total score 600 + 5.0 on TWE and for TOEFL IBT - total score 100 + 22 on Writing.

- b) Michigan English Language Assessment Battery (MELAB): The minimum requirement is an overall score of 85, with no part below 80.
- c) International English Language Testing System (IELTS) Academic Module: The minimum requirement is an overall band of 6.5, with no band below 6.0.
- d) The Certificate of Proficiency in English (COPE): The minimum requirement is an overall score of 86, with 32 in Writing and 22 in each of the Reading and Listening sections.
- e) Academic Preparation ESL, School of Continuing Studies, University of Toronto: The minimum requirement is a grade of 'B' at the 60/Advanced level.

Residents must conform to Faculty of Dentistry and hospital regulations as they relate to conduct and patient care.

How to Apply

This is a five-step application process. Documentation must be provided for each step according to the following schedule:

Step 1 – Application Deadline: September 30.

Step 2 – Register with the National Match Service Deadline: October 1.

Step 3 - Interviews.

Step 4 – Submit Rank Order List to National Match Service Deadline: November 15.

Step 5 – Review Match Results and Respond to a Matched Program.

STEP 1 - Submitting an Application

To apply to the Dental Residency program you must complete a paper application form which can be obtained from the Faculty of Dentistry website. In addition to the application form the following documents must be received by the Admissions office by the **September 30th** application deadline:

- Non-refundable application service fee of \$ 275.00 CDN payable to the University of Toronto. Payment may be made by bank draft or money order. **We do not accept personal checks or cash.**
- One to two page biographical statement.
- Official transcripts of all previous university education including both undergraduate and dental school studies.* Transcripts must be sent to the Admissions office directly from the issuing institution in a sealed envelope. University of Toronto students applying to the dental residency program do not need to send in their official University of Toronto transcripts. We will download them from ROSI.

*Applicants seeking admission on the basis of official documents that are in a language other than English must submit photocopies of their original documents attached to notarized English translations. In addition, applicants must arrange for an official transcript to be forwarded directly to the Admissions Office from the institution(s) attended by the application deadline.

- Two letters of reference in sealed envelopes.
- Proof of English facility (if applicable) sent directly by the testing agency to the University of Toronto.

Admission documents need to be mailed to the following address:

Admissions Office
Faculty of Dentistry
124 Edward Street, Room 104
Toronto, ON M5G1G6
Canada

STEP 2 – Register for the MATCH

October 1: Applicants should register with the National Match Service (NMS) for Canadian General Practice Residency (GPR-CAN) <https://www.natmatch.com/> beginning on this date. REGISTRATION DEADLINE is **November 15**. Instructions from NMS on Rank Order Lists and obtaining Match results is sent to *registered applicants*, therefore it is recommended that you register prior to the deadline.

STEP 3 – Interviews

Interviews are an integral part of the application process. The U of T Teaching Hospitals will conduct their interviews after the application deadline. The interviews will take place the last weekend in October. Please follow the instructions below:

Each Hospital Dental Department sets its own interview schedule independently of the other Hospitals. If you are selected for an interview, the hospital dental department will contact you directly to set up a date and time for your interview.

STEP 4 – Submit Rank Order List to National Match Service

November 15: DEADLINE FOR RANK ORDER FORMS to be submitted to the National Match Service by applicants and programs.

STEP 5 – Review MATCH and Respond To Matched Program

On **November 22** the results of the match are released by the NMS to applicants and program directors via the website. The program director of the program to which you have been matched will contact you by e-mail. An immediate response is expected.

A list of unmatched programs and unmatched candidates will be available on the NMS website following the release of the match results.

Selection of Applicants

The criteria for selection include academic achievement, motivation, maturity, professionalism, and the ability to work as a team member. Applicants who have never held a dental residency will have preferred status over those who have had this experience. Positions will be offered only to applicants participating in the **Match Process**.

Applicants should review the Match Process, including the Overview of the Match, Rules for Participation,

and the Matching Algorithm in the NMS website at: <https://www.natmatch.com/dentres/>.

Matched applicants will be e-mailed by the Program Directors on **November 22**; immediate confirmation by the applicant by e-mail is expected. The Hospital Dental Departments and Faculty GPR Program will maintain all correspondence with incoming residents pertaining to contracts, schedules, responsibilities, payroll procedures, etc. The Admissions and Graduate Offices in the Faculty of Dentistry will maintain all correspondence pertaining to admission/registration as students in the Faculty of Dentistry.

Practice of Dentistry in Ontario

Successful applicants will be required to obtain either an Educational Certificate or a General Certificate of Registration (license) before they may practice in Ontario. Candidates who have not completed the NDEB examinations obtain an Educational Certificate. Incoming residents should contact the Registrar at the Royal College of Dental Surgeons of Ontario (RCDSO) well in advance of their official starting date to obtain annual licensing costs and to make the necessary arrangements. The RCDSO can be reached at:

Royal College of Dental Surgeons of Ontario
6 Crescent Road, Fifth Floor
Toronto, ON, M4W 1T1
Telephone: (416) 961-6555

Special Students

1. Dental graduates who apply to spend up to one year in the department without enrolling in a program

Dental graduates, who seek advanced clinical training, without enrolling in the M.Sc. program, are occasionally accepted for no more than one year, provided space and resources are available. Such persons must fulfil the following requirements.

- a) Must have completed specialist training in the specialty for which they are applying.
- b) Must be supported by the specialty department of a teaching institution in which they are employed or have an offer of employment.

Such students must be aware that there will be no active clinical treatment without the permission of the Graduate Chair.

2. Dental graduates who have been accepted as clinical fellows at one of the teaching hospitals legally affiliated with the Faculty of Dentistry, University of Toronto

The head of the hospital department must present the academic transcript and C.V. of the candidate together with a plan for the study he/she will undertake while at the hospital. If approved by the Graduate Advisory Committee such candidates will be registered as Special Students and will be able to perform clinical work under supervision in the hospitals.

Dental Specialty Assessment and Training Program

Admission Information

The Dental Specialty Assessment and Training Program (DSATP) is a special non-degree, non-certificate program for internationally-trained dental specialists who are not educated in programs accredited by the Commission on Dental Accreditation of Canada (CDAC) or the Commission on Dental Accreditation (CoDA) in the United States. The program has 2 phases; an initial “Assessment phase” with a duration of up to 3 months and a “Training phase” with a duration of up to 9 months. The length of the program will be determined by the Program Director and the needs of the candidate, but will not exceed 1 year in total.

The DSATP is designed to assess the clinical skills and judgement of the internationally-trained dental specialist, and to determine whether clinical skills and judgement gaps, if there are any, can be adequately addressed within the 1 year time-limited period of the program. Because of this constraint, the DSATP is not meant to be a 1 year compressed curricular version of the Faculty’s 2, 3 or 4 year M.Sc./dental specialty programs. Rather, the DSATP makes the assumption that a candidate has completed a program of study equivalent to an accredited dental specialty program, and that they have gained the requisite knowledge, skills and abilities of a practicing dental specialist in their home country. During the DSATP, only clinical skills and judgement gaps will be addressed and not didactic content. Should the Program Director believe at any time that the candidate cannot achieve the required level of clinical skills and judgement equivalent to that of the cohort of senior, final year graduate students in a CDAC or CoDA accredited dental specialty program, the candidate will be dismissed from the DSATP. Should the candidate successfully complete the Dental Specialty Assessment and Training Program, the Graduate Department of Dentistry or the Program Director will provide a letter of successful completion of the DSATP to the National Dental Examining Board of Canada informing the Board that the candidate is eligible to apply to write the National Dental Specialty Examination (NDSE).

Selection of Applicants

Applications will be reviewed after the application deadline. Applicants who are considered may be contacted for an interview. The decision of the Faculty of Dentistry concerning admission into the Dental Specialty Training and Assessment Program is final. No appeal mechanism exists.

A CAD\$2,000 non-refundable deposit will be required at the time of acceptance, and this amount will be applied to the fees for the Assessment phase of the program. The fees for the Assessment and Training phases of the program are non-refundable.

Fees vary as they are dependent on how long it takes for you to complete the program.

The fees for the entire year for the 2022-2023 session are approximately \$74,550 CAD.

Payment schedule:

1. \$2,000 deposit required to accept the offer of admission. This will be applied to the

assessment phase fees.

2. Assessment phase fees (first 3 months): \$36,750 CAD

Payment is required to register.

3. Training phase fees (for 9 months): \$37,800 CAD

Payment will be due at the end of month 3.

Please ensure that all fees are payable to the Faculty of Dentistry, University of Toronto by certified cheque or bank draft from a Canadian bank.

To be eligible for admission into the Dental Specialty Assessment & Training program applicants must:

- Be graduates of a dental specialty program not accredited by the Commission on Dental Accreditation of Canada (CDAC) or the Commission on Dental Accreditation of the American Dental Association (CODA).
- Be a Canadian citizen or have permanent residency status in Canada by the March 31st application deadline. International candidates are not eligible to apply to this program.
- As English is the primary language of instruction and communication at the University of Toronto, applicants must demonstrate an adequate level of proficiency in English, regardless of their citizenship status or country of origin. Applicants from universities outside Canada where English is not the primary language of instruction must provide results of an English language proficiency examination as part of their application. Tests must have been taken **within the last 2 years** at the time of submission of their application. Acceptable proof of English facility must be submitted by the application deadline (March 31). Official test scores must be sent by the testing agency directly to the University of Toronto. Our institution code is 0982. The following tests are recognized:
 - a) Test of English as a Foreign (TOEFL): The Minimum requirement is TOEFL PBT - total score 600 + 5.0 on TWE and for TOEFL IBT - total score 100 + 22 on Writing.
 - b) Michigan English Language Assessment Battery (MELAB): The minimum requirement is an overall score of 85, with no part below 80.
 - c) International English Language Testing System (IELTS) Academic Module: The minimum requirement is an overall band of 6.5, with no band below 6.0.
 - d) The Certificate of Proficiency in English (COPE): The minimum requirement is an overall score of 86, with 32 in Writing and 22 in each of the Reading and Listening sections.
 - e) Academic Preparation ESL, School of Continuing Studies, University of Toronto: the minimum requirement is a grade of 'B' at the 60/Advanced level.

- Write the Dental Specialty Core Knowledge Examination (DSCKE) administered by the National Dental Examining Board of Canada (NDEB) prior to the application deadline, and to arrange for their results to be forwarded to the Admissions Office. To register for the DSCKE exam contact:

The National Dental Examining Board of Canada
 340 Albert St. 12th Floor
 Ottawa, ON K1R 7Y6
 Telephone: (613) 236-5912
 Email: info@ndeb-bned.ca
<https://ndeb-bned.ca/en/non-accredited-specialty>

How to Apply

To apply to the Dental Specialty Assessment & Training program you must complete the paper application form obtained from the Faculty of Dentistry website. In addition to the application form the following documents must be received by the Admissions office by the March 31st deadline:

- Non-refundable application service fee of \$ 275.00 CDN payable to the University of Toronto. Payment may be made by credit card, bank draft or money order. **We do not accept personal checks or cash.**
- Proof of citizenship (if applicable), i.e. Canadian citizenship or permanent resident status (photocopy only). This document can be mailed directly, faxed to: (416) 979-4944 or sent via e-mail to: admissions@dentistry.utoronto.ca.
- Proof of English facility (if applicable) sent directly by the testing agency to the University of Toronto.
- Notarized copy of your dental school grades accompanied by a notarized English translation, if applicable.
- Notarized copy of your dental school diploma accompanied by a notarized English translation, if applicable.
- Notarized copy of your dental specialty grades accompanied by a notarized English translation, if applicable.
- Notarized copy of your dental specialty diploma or degree accompanied by a notarized English translation, if applicable.
- A photocopy of your NDEB Dental Specialty Core Knowledge results.
- Curriculum Vitae.
- One page statement of interest, including current activities and when you last practiced your specialty.
- Letters of recommendation. A minimum of two are required.
- Applicants who are submitting documents in a name other than that shown on the application must submit proof of name change with the application. A notarized copy of one of the following is acceptable: Marriage Certificate or Change-of-Name Order issued by an Ontario Court Judge or by another court of competent jurisdiction.

Admission documents need to be mailed to the following address:

Admissions Office
Faculty of Dentistry
124 Edward Street, Room 104
Toronto, ON M5G1G6
Canada

Selection of Applicants

Applications will be reviewed after the application deadline. Applicants who are considered may be contacted for an interview. The decision of the Faculty of Dentistry concerning admission into the Dental Specialty Training and Assessment Program is final. No appeal mechanism exists.

A CAD\$2,000 non-refundable deposit will be required at the time of acceptance. This amount will be applied to the fees providing he/she registers.

Student Affairs and Student Services

Student Affairs at the Faculty of Dentistry

Students are encouraged to discuss directly with instructors any difficulties they are having in specific courses. Financial concerns should be discussed with the appropriate Programs Officer in the Student Services Office or with the Faculty Registrar. The Faculty Registrar, the Director of Student Life or the Associate Dean, Graduate Education as appropriate, are also available for discussions of personal problems, academic or non-academic.

Students who have questions concerning the best way of routing a query to the appropriate office or individual should inquire at the Student Services Office (Room 104).

Student Representation

There are two separate societies representing students at the Faculty.

Dental Students' Society - (DSS)

The Society is the official undergraduate organization in the Faculty of Dentistry. Every full-time undergraduate student in the Faculty is automatically a member of the Society, which organizes and controls the athletic, dramatic, literary, social and other group activities of the student body.

Graduate and Postgraduate Dental Students' Society - (GPDSS)

The Society is the official graduate organization in the Faculty of Dentistry and is affiliated with the Graduate Students' Union of the University of Toronto. Each full-time graduate student in the Faculty is a member of the Society, which organizes social and other extra-curricular group activities of the graduate student body.

Student Services at the University of Toronto

The following services are available to all students registered in the Faculty of Dentistry, University of Toronto.

Learning Strategists <https://studentlife.utoronto.ca/task/meet-with-a-learning-strategist/>

Learning Strategists help with individualized support to develop new strategies for active studying and exam preparation, learning to manage time and stress, and improving your project and presentation skills. You can also [meet with an Academic Success peer mentor](#) to get support with reading effectively, note-taking, motivation and procrastination, setting and achieving goals, preparing a study schedule, and navigating the University's structures and services.

[Accessibility Services at University of Toronto](#)

The staff at Accessibility Services can help students navigate accommodations at U of T and obtain the support they need. The following are examples of such support:

- Accessibility remote/online learning updates for students and faculty
- Program, practicum, lab & course accommodations.
- Adaptive software & equipment.
- Learning strategies.
- Peer support; learning & social.

Once you submit a complete registration package, you will be scheduled for an intake appointment with an accessibility advisor. You may be referred to an additional resource in our office, such as a learning strategist or adaptive technologist. You might also be interested in attending a group or participating in our peer programming.

Contact Information:

Phone number: (416) 978-8060

Email: accessibility.services@utoronto.ca

[Career Exploration & Education](#)

The Career Exploration & Education Centre offers career exploration and counselling services to University of Toronto students and recent graduates. Career counselling is available on a one-to-one basis, as well as in group sessions dealing with such topics as career planning, occupational research, resume and interview preparation, job hunt skills and strategies. Placement services include part-time, summer and permanent job services, including the on-campus recruitment program for graduating students. The career library at the Centre supplements the counselling and placement services with employment, career and education information, marketing surveys, as well as directories of business and industry.

Website: <http://www.studentlife.utoronto.ca/cc>

[Housing Services](#)

Most of the University's students live at home in Toronto. The balance is divided equally between those who reside in a student residence and those who locate off-campus accommodation about thirty to forty-five minutes travel time from classes. The University of Toronto Housing Service in the Koffler Student Services Centre also serves as a year-round source of up-to-date residence information as well as other information a student might need to assist in locating and arranging suitable housing. Each campus Housing Service maintains listings of available dwellings advertised by city landlords and by students seeking others to join them.

[Residences](#)

Residences for single, graduate and undergraduate students are located on all three campuses of the University. Students wishing more information should contact the Housing Service for a list of residences

with address and phone number, and cost. At the Housing Service on the St. George campus, students may use the Residence Information Terminal to view photographs and get information for the residences on all three campuses.

Family Housing

Family housing is available in 713 apartments on the St. George campus. Priority for the unfurnished university apartments is given to student families. The term "family" refers to students residing with their dependent children and to childless couples in a permanent relationship. Waiting periods for these apartments may vary depending on the time of year and the type of apartment requested so it is advisable to apply as soon as a student is seriously considering attending the University. Students may submit an application for Family Housing before being given an offer of admission to the University. Contact the Housing Service to receive an information/application package.

Off-campus Housing

The off-campus housing market is currently very tight for tenants in Toronto, and there is limited accommodation available which is affordable for most students. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the "classified" section of a newspaper, locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and price range desired. The Housing Service at the Koffler Student Services Centre will provide a list of temporary accommodation on request.

For the winter academic session, some students rent their long-term housing from August 1 or October 1, avoiding the September 1 occupancy date which is popular with students at most post-secondary educational institutions in the city. Housing is usually advertised about four to six weeks in advance of the date it becomes available for occupancy and it generally takes one to three weeks for a student to locate suitable accommodation, depending on the type of housing desired and budget. *Since accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.*

Cost of Student Housing

Most of the residences have a compulsory meal plan. As a guideline, for the 2020-2021 school terms, the cost of residence with a full meal plan was approximately \$11,200 to \$19,500 for the eight-month academic session. Modified meal plans are available in some residences. The cost of a residence providing cooking facilities but no meal plan will be approximately \$10,000 to \$10,300. Fees are usually paid in two installments at the beginning of each of the four-month fall and spring terms. For 2020-2021, rent for the university family housing ranged from approximately \$769 to \$1,261 depending on the location and size of the unit, and is payable monthly. Housing Rooms in shared houses or apartments off-campus generally cost students \$600 to \$1,000 per month. However, a student requiring a private apartment off-campus usually pays \$1,100 to \$1,400, \$1,100 to \$1,300 or \$1100 to \$1650 for a bachelor, one- or two-bedroom unit respectively. A three-bedroom apartment will usually

rent for \$1,633 to \$2,400.

More information can be obtained from the following office:

University of Toronto Housing Service, St. George Campus
Koffler Students Services Centre, 214 College Street
Toronto, ON, Canada, M5T 2Z9
Phone: (416) 978-8045;
Fax: (416) 978-1616
Email: housing.services@utoronto.ca;
Website: <http://www.studentlife.utoronto.ca/hs>

[Office of the University Ombudsperson](#)

As part of the University's commitment to ensuring that the rights of its individual members are protected, the University Ombudsperson investigates complaints from any member of the University not handled through regular channels. The Ombudsperson offers advice and assistance and can recommend changes in academic or administrative procedures where this seems justified. In handling a complaint, the Ombudsperson has access to all relevant files and information and to all appropriate University officials. The Ombudsperson handles all matters in strict confidence, unless the individual involved approves otherwise. The Ombudsperson is independent of all administrative structures of the University and is accountable only to Governing Council.

For further information, write or telephone:

The Office of the University Ombudsperson, McMurrich Building, First Floor, Room 102
12 Queen's Park Crescent West, Toronto, Ontario, M5S 1S8
Telephone: (416) 946-3485
E-mail: ombuds.person@utoronto.ca
Website: <http://ombudsperson.utoronto.ca/>

[Sexual Harassment Education, Counselling and Complaint Office](#)

The University of Toronto does not tolerate any form of sexual harassment and is actively endeavoring to provide an environment free of it. All forms of sexual harassment, from verbal abuse to inappropriate touching to sexual assault are covered by the University's policy. The Sexual Harassment Education, Counselling and Complaint Office was established to educate the University community on this issue. The Sexual Harassment Officer also provides counselling to those people who are the object of unwanted sexual attention and to those who are alleged to have sexually harassed someone, as well as implements the formal complaint procedure. Contacting the Sexual Harassment Officer is not a commitment to file a complaint and at any point a complaint can be dropped.

The services of the Sexual Harassment Office are available to all members of the University. All complaints and requests for information will be kept completely confidential unless the individuals involved approve otherwise.

For information contact:

The Sexual Harassment Office, University of Toronto
215 Huron Street, 6th Floor, Suite 603
Toronto, Ontario, M5S 1J7
Website: <https://svpscentre.utoronto.ca>

[Family Care Advisor](#)

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, a newsletter and guest speakers. The drop-in resource centre contains a library of material on family issues.

The Family Care Advisor and the Resource Center are located at the Koffler Student Services Centre, University of Toronto, 214 College Street, Main Floor, Toronto, Ontario, M5T 2Z9. Students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

E-mail: family.care@utoronto.ca; Website: <http://www.familycare.utoronto.ca/>

Awards, Financial Assistance and Fees

The following describes the various scholarships, prizes, bursaries and loan funds available to students in the Faculty of Dentistry.

Scholarships and Prizes are awarded to students of high academic standing and generally financial need is not taken into account. In most cases an application is not required.

Bursaries are awarded to students who can show a need for financial assistance and have a satisfactory academic record. Bursaries listed here are, with few exceptions, restricted to dental students.

Loan Funds are available to students who need further financial assistance and are in clear standing. The Kellogg loan fund is restricted to students in this Faculty. An application is required, and a formal loan agreement must be signed.

As the value of an endowed award is dependent on the income of a fund, it is possible that the value at time of payment may differ from the amount shown here. In the case of awards not endowed, payment will be dependent on the receipt of the annual amount from the donor.

Awards for graduate study and research will be paid in one installment as soon as possible after the granting of the award. All other awards will be credited first against outstanding fees and the balance will be paid to the student.

To be eligible for any award, students must achieve standing satisfactory to Faculty Council in the overall work of the year. Students repeating courses are not eligible for any prizes or scholarships associated with the courses being repeated. In the case of book awards, Faculty Council reserves the right to approve the selection of the book to be presented.

There are sources of financial aid, not specifically directed to students in dentistry that are not listed here. Information about these funds may be obtained from the Student Services Office.

Scholarships and Prizes for the D.D.S. Program

Admission

Antony and Hedy Kalamut Award

This award was established by Dr. Frank Kalamut, a part-time instructor in the dental program, in honour of his parents. This award is to be given to a student upon entrance into the first year of the D.D.S. program on the basis of financial need. Not tenable with other admission awards. First awarded in 2005.

George and Olga Haas Scholarship at the University of Toronto

This endowment was established by Dr. Daniel Haas and matched by the Boundless Promise Program

(BPP), in memory of his parents, who placed tremendous value on higher education. It is to be awarded to D.D.S. students in first year of the program on the basis of financial need and academic merit.

Javenthly Soobiah Admission Scholarship

This award was established by Miss Javenthly Soobiah in the Faculty of Dentistry. The monetary award will be given to the student entering the First Year of the D.D.S. program who shows outstanding academic ability based upon application documents. Not tenable with other admission scholarships. First awarded in 1992.

Somborac Admission Scholarship

This award was established by Mrs. Roxy Somborac, the widow of Dr. Stephen Somborac, Class of 1959, and the mother of Dr. Milan Somborac, Class of 1964, in their honour. The monetary award will be given to the student entering First Year of the D.D.S., program who shows outstanding academic ability based upon admission documents. Not tenable with other admission scholarships. First awarded in 1991.

The Albert Dahlberg Admission Scholarship

This award was established by Dr. John Mayhall, a professor in the Faculty of Dentistry, in honour of the memory of Dr. Albert Dahlberg, one of the founders of the field of dental anthropology. The award is to be given to a student upon entrance into the first year of the D.D.S. program on the basis of financial need. Academic merit will also be considered. The student must have completed a graduate degree or equivalent before enrolling in the D.D.S. program. First awarded in 1998.

The Dr. Paul LaDelfa Memorial Admission Scholarship

This award was established in memory of Dr. LaDelfa, Class of 1982, who died in May 1996 in a tragic car accident. This award is to be given to a student upon entrance into the first year of the D.D.S. program on the basis of financial need. Academic merit will also be considered. First awarded in 1998.

Tom Lykos Memorial Scholarship

This award was established by members of the class of 1989, family and friends of Tom Lykos to honour his memory. Tom died (in 1987) while in the second year of the program. The monetary award is given to a student entering first year that shows outstanding academic ability. First awarded in 1989.

Dr. Robert (DDS 64) and Catherine Corlett Admission Bursary

Dr. Robert Corlett graduated from the DDS program in 1964. He and his wife Catherine established the award to provide support for a student with financial need entering the DDS program. To be awarded annually to one student on the basis of financial need, on admission to the Doctor of Dental Surgery Program.

First Year

Dr. Myers L. Stitt Scholarships

These awards were established in honour of the memory of Dr. Myers Lawson Stitt, Class of 1927, by his son, Mr. Bert Stitt and family. These awards are to be given to the students with the highest overall academic achievement in the work of First Year Dentistry. The monetary value of the awards will depend

upon the recipients' financial need. First awarded in 1998.

Dr. Edmund J Friedberg Memorial Award

To be awarded to a first-year dental student who has demonstrated overall excellence in the anatomy laboratory on the basis of financial need.

Isaak Orfanidis Achievement Award

This award was established by family, friends and members of the Class of 1992 to honour the memory of Isaak Orfanidis, an undergraduate dental student who died in an airplane crash the summer following his first year. The monetary award from the endowment is to be awarded to the most outstanding first year full time student based on academic achievement and extra-curricular activities in the Faculty. First awarded in 1990.

James Branston Willmott Scholarships

The James Branston Willmott Scholarships are the gift of the Royal College of Dental Surgeons of Ontario in memory of James Branston Willmott, D.D.S., LL.D., who was Dean of the School of Dentistry of the Royal College of Dental Surgeons from 1875 to 1915.

Schwetz Gross Anatomy Scholarships

An endowment has been established by Dr. Viola Labodowsky to commemorate the late William Stephen Schwetz, D.D.S., an oral surgeon on the Faculty staff until his death in 1968. Monetary scholarships are awarded annually to the First Year students with the highest and second highest mark in Gross Anatomy. Honours' standing is required. First awarded in 1977.

The Federation of Chinese Canadian Professionals (Ontario) Education Foundation Scholarships

One award of \$1000 has been established by the F.C.C.P. (Ontario) Education Foundation. This will be given to the most outstanding student in Clinical and Theoretical Periodontics in third year. First awarded in 1986. Tenable with other awards.

The J. N. Wilkinson Prize

Through a bequest from the late Jonathan Norman Wilkinson, D.D.S., an annual monetary prize has been established, to be awarded to the most outstanding student in Microbiology. Honours standing in the subject is required. First awarded in 1971. Tenable with other rewards.

Second Year

Albert E. Webster Memorial Scholarship

This scholarship was established, with funds donated by members of the dental profession, in memory of the late Albert E. Webster, M.D., D.D.S., LL.D., a member of the staff from 1893 to 1936, and from 1915 to 1923 Dean of the School of Dentistry. The first award was made in 1940, and was for Fourth Year students only. A bequest to the Faculty in 1990 from Dr. Howard George Lloyd to further honour Dr. Webster permitted the extension of this award to Second Year students as well. The monetary income from the endowment fund will provide two equal awards for the Second and Fourth Year students who are the most outstanding in the subject of clinical Restorative Dentistry over First and

Second, and Third and Fourth Years respectively. First awards under the new terms were made in 1991.

Dr. Howard Rocket Preventive Scholarships

These awards were established by Dr. Howard Rocket, Class of 1972. A maximum of four awards will be made each year; two awards to the two students with the most outstanding marks in Second Year Preventive Dentistry and two awards to the two students with the most outstanding marks in Third Year Preventive Dentistry. The monetary awards will depend upon the recipients' financial need. To be eligible, candidates must complete their year of the course in Dentistry with standing satisfactory to Faculty Council. First awarded in 1998.

Dr. I. Ben Ezra Scholarship

The estate of the late Isaac Ben Ezra, D.D.S., has provided for the establishment of a scholarship in the Faculty of Dentistry and the Faculty of Medicine. An award will be given alternating years to the most outstanding student in Restorative Dentistry in Second Year. The award will consist of the annual income from the fund. First awarded in 1978/79.

Dr. Marvin Kopel Memorial Scholarship in General Pathology

This scholarship was established by colleagues, friends and family of Dr. Kopel. The annual monetary award is awarded to the most outstanding student in Second Year in the subject of General Pathology. First awarded in 2003.

Frank Martin Scholarship

The Crown and Bridge Study Club offers a prize of \$2,000 and a certificate to the most outstanding student in the pre-clinical technique course(s) of the second year, specifically in Restorative Dentistry and Prosthodontics. To be eligible, candidates must complete the second year with standing satisfactory to Faculty Council and must have completed the first year of the course in this Faculty. First awarded in 1963/64.

Dr. Robert M. Perry Orthodontic Award

The award was established in memory of Dr. Robert M. Perry (DDS 55). Awarded to a second year undergraduate student who demonstrates academic proficiency in orthodontics at the Faculty of Dentistry.

James Branston Willmott Scholarships

The James Branston Willmott Scholarships are the gift of the Royal College of Dental Surgeons of Ontario in memory of James Branston Willmott, D.D.S., LL.D., who was Dean of the School of Dentistry of the Royal College of Dental Surgeons from 1875 to 1915. In its present form the award comprises two scholarships of \$500 each, presented to the students with the highest overall achievement in First and Second Years respectively. Tenable with other awards.

Robert S. Locke Scholarship in Anaesthesia

This scholarship was established by friends and associates of Dr. Locke upon his retirement as Head of Anaesthesia from 1960 to 1990. The monetary award is awarded to the most outstanding student in Second Year in the subject of Anaesthesia. First awarded in 1991.

S. G. Bridgman Prize

The S. G. Bridgman Prize was established in memory of Shaun Bridgman who died in 1973 while an undergraduate in the Faculty, and is donated by the Dental Students' Society. A permanent plaque is engraved with the names of winners, each of whom receives a replica. It is awarded annually to the most deserving student in Second Year Dentistry on the basis of extra-curricular activities, leadership qualities and scholastic attainment. First awarded in 1974.

The Sally and Bernard Gruszko Memorial Scholarship

This scholarship was established by Ms. Helen Grad, Faculty Pharmacist and Assistant Professor and a member of the Faculty of Dentistry since 1980, in memory of her parents, Sally and Bernard Gruszko. This scholarship is awarded to a DDS II student with the highest mark in Second Year Pharmacology. First awarded in 2006.

Wallace Seccombe Memorial Scholarship

The Wallace Seccombe Memorial Scholarship was established with funds donated by members of the dental profession, to commemorate the life and work of the late Wallace Seccombe, D.D.S., who was an officer of the School of Dentistry and of the Faculty of Dentistry for many years, and Dean from 1923 until his death in 1936. The monetary scholarship, will be awarded to the student who, having completed without condition the First and Second Years, shows outstanding ability in the subject of Preventive Dentistry. First awarded in 1940.

Willa Wen-Lan Liu Chou Award

The estate of the late Willa Wen-Lan Liu Chou, D.D.S., has provided for the establishment of scholarships to be awarded to the student with the highest overall achievement in the work of First and Second Years and the student with the highest overall achievement in the work of Third and Fourth Years. The award consists of the annual income to be awarded equally to a student in Second and Fourth Years. First awarded in 1981/82.

Third Year

Dental Services Group of Toronto Inc. Award

Formerly the Posen and Furie Award, the Dental Services Group of Toronto Inc. awards \$1,000 annually to the most outstanding student in Third Year clinical and didactic Prosthodontics. First awarded in 1952. Tenable with other awards.

Dentistry Class of '23 Scholarship

A gift of the members of the 1923 class is awarded annually to the student with the highest overall achievement in academic and clinical courses in Third Year. The value of the monetary scholarship is the annual income from the endowment fund. In the event that no award is made in any session, two scholarships may be awarded in a subsequent session, the second going to the student with second highest overall achievement. First awarded in 1947.

Dr. Howard Rocket Preventive Scholarships

These awards were established in 1998 by Dr. Howard Rocket, Class of 1972. A maximum of four awards

will be made each year; two awards to the students with the most outstanding marks in Second Year Preventive Dentistry and two awards to the students with the most outstanding marks in Third Year Preventive Dentistry. To be eligible, candidates must complete their year of the course in Dentistry with standing satisfactory to Faculty Council. The value of the monetary awards will vary and will depend upon the recipients' financial need.

Dr. Isaac Ben Ezra Scholarships

The estate of the late Isaac Ben Ezra, D.D.S., has provided for the establishment of scholarships in the Faculty of Dentistry and the Faculty of Medicine. Every other year an award will be given to the most outstanding student in Restorative Dentistry in Second Year and a second award to the most outstanding student in Oral Surgery in Third Year. Each award will consist of one-half the income from the fund. The awards will alternate with the Schwetz Memorial Scholarships given in the same subject areas. First awarded in 1978/79.

Dr. John A. Sherman Memorial Award

This monetary award was established by Mrs. John A. Sherman in memory of her late husband, Dr. John A. Sherman, a graduate of the class of 1924, who gave great leadership to dentistry across the world and also served the profession as an inventor of dental equipment. The winner of this award will be the student who, having satisfactorily completed the Third Year of the course in Dentistry, is judged to be most outstanding on the basis of academic standing (didactic and clinical), extra-curricular activities, character and leadership qualities. First awarded in 1985.

Helen Chomyn Prize in Orthodontics

This prize was established to honour Mrs. Helen Chomyn's retirement from the Faculty of Dentistry in June 1988 following 27 years of loyal and devoted service. A monetary award is awarded to the most outstanding third year student in clinical and theoretical Orthodontics. First awarded in 1989.

International College of Dentists (Canadian Section) Scholarship

Through the generosity of the International College of Dentists (Canadian Section), an annual scholarship of \$2,000 and a plaque is offered. This scholarship is to the most outstanding student based on scholastic record in Third Year and participation in extra-curricular activities. First awarded in 1956.

Michael Hagen Memorial Scholarship in Restorative Dentistry

This award was established by the Hamilton Dental Research Study Club and various donors in honour of Dr. Michael Hagen who was devoted to achieving excellence. Dr. Hagen graduated from U of T in 1972 and died in 2007. This scholarship is awarded to an outstanding student in Third Year for excellence in both theoretical and clinical restorative dentistry. The value of the award is the annual income on an endowment of \$30,000. First awarded in 2008.

Schwetz Memorial Scholarships

Income from an endowment of \$7,000, established by Dr. Viola Labodowsky in memory of William Stephen Schwetz, D.D.S, an oral surgeon on the Faculty staff until his death in 1968, generates these awards. An award will be made annually to a Third Year student with the highest mark in Oral Surgery. First awarded in 1979/80.

Students-for-Students Extra Curricular Award of Excellence

This award was founded by the proceeds from Dentantics 2005 and 2006 and is awarded to a DDS third year student or students who have promoted the collegial environment of the Faculty of Dentistry. This contribution may include participation in a variety of extracurricular activities such as Dentantics, student mentorship, community outreach programs and sports while still achieving a strong academic record. First awarded in 2007.

The Earl West Fuller Award

The estate of Earl West Fuller, D.D.S., has provided for the establishment of an award to outstanding students in Operative Dentistry--clinical. The value of the award is the annual income on a trust fund of \$15,000. First awarded in 1979/80.

The Federation of Chinese Canadian Professionals (Ontario) Education Foundation Scholarships

This award is meant to be given to the most outstanding student in Clinical and Theoretical Periodontics in the third year of the DDS program. Tenable with other awards. First awarded in 1986.

The University of Toronto Chinese Dental Students' Association Scholarship

The University of Toronto Chinese Dental Students' Association has established a scholarship to be awarded to the most outstanding student in Third Year in the subject of Medicine and Oral Medicine. The award consists of the annual income from an endowment. First awarded in 1990.

The William J. Evon Scholarship

This scholarship was established by friends and colleagues of the late William J. Evon, D.D.S. It is awarded annually to the most outstanding student in Pharmacology. Honours' standing in the subject is required. The value of the scholarship is the annual income from the endowment fund. First awarded in 1967/68.

Wroblewski Memorial Prize

This prize was established through the generosity of the family, friends and associates of the late P. A. Vincent Wroblewski, D.D.S., Dip. Pedodontics. The award consists of the annual income from an endowment and will be given to the Third Year student displaying superior ability in the field of Pediatric Dentistry. The student's interest, attitude and conduct will also be considered in making this award. First awarded in 1978.

Fourth Year

3M Clinical Award

To be awarded to a D.D.S. 4 student who has demonstrated excellence and superior aptitude in the use of conservative restorative materials in the final year of the clinical undergraduate program.

Alpha Omega Fraternity Prize

This prize, the gift of the Alpha Omega Fraternity, is awarded annually to the student with the highest overall achievement in the four years of dental studies in this Faculty. First awarded in 1950.

John A. Bothwell Scholarship

The estate of the late John A. Bothwell, D.D.S., has provided for the establishment of a scholarship, to be awarded every two years to the most outstanding student in clinical Prosthodontics. The value of this

monetary scholarship consists of the income generated over two-year periods from a trust fund. First awarded in 1959.

The J. G. Bourassa Cup

The Bourassa Cup is presented annually to the most outstanding member of the graduating class in Dentistry on the basis of academic proficiency and extra-curricular activities. It was provided by classmates of the late Joseph Gregory Bourassa, an outstanding member of the class of 1959, who lost his life a few months after graduation. The winner must obtain standing each year without supplementals or conditions and have significant achievements in the field of community service or participation in athletics and preferably both. The cup is kept permanently in the Dentistry building and the winner receives a commemorative plaque. First awarded in 1961.

Harold Keith Box Prizes

From an endowment given by Dr. Hubert W. deRenzy in recognition of the contributions to dentistry made by the late H. K. Box, Ph.D., D.D.S., and now co-sponsored by The Ontario Society of Periodontists, two medals are awarded annually, to two students who are the first and second most outstanding respectively in clinical Periodontics. First awarded in 1944.

Willa Wen-Lan Liu Chou Award

The estate of the late Willa Wen-Lan Liu Chou, D.D.S., has provided for the establishment of scholarships to be awarded to the student with the highest overall achievement in the work of First and Second Years and the student with the highest overall achievement in the work of Third and Fourth Years. The award consists of the annual income to be awarded equally to a student in Second and Fourth Years. First awarded in 1981/82.

Crown and Bridge Study Club (Toronto Academy) Scholarship

The Crown and Bridge Study Club (Toronto Academy of Dentistry) has established an award comprising \$2,000 plus a certificate to be awarded to the most outstanding student in the Crown and Bridge component of clinical Restorative Dentistry. First awarded in 1974.

Davis Orthodontics Award

This award was established by Dr. Kevin Davis and is awarded to a Fourth Year dental student who has an interest or shows promise in Orthodontics. Not tenable with other Orthodontic awards. First awarded in 2006.

Dr. Malcolm Yasny Honour Awards

Award established by the friends and family of Dr. Malcolm Yasny 5T2 to recognize two DDS 4 students who demonstrate a commitment to serving their peers and others in the profession of dentistry and in the broader community. Dr. Yasny was a man of great dignity, grace and generosity with many accomplishments. Dr. Yasny practiced orthodontics in Toronto for almost 50 years. In 1963, he was part of establishing an orthodontics clinic at Mount Sinai Hospital, to which he donated his time until 1991, retiring as Head of the Division of Orthodontics. He is a past President of the Ontario Association of Orthodontists, the Canadian Association of Orthodontists, and the cross-border Great Lakes Association of Orthodontists. He was president of the Royal College of Dental Surgeons of Ontario from 1997 to 1999, and served that body for more than 10 years. A past sessional instructor at the U

of T Faculty of Dentistry, he was later its Director of Alumni Affairs and Continuing Education.

Dean's Gold Medal

At the Dean's discretion a gold medal will be awarded to a student with exceptional achievement throughout the four years. First awarded in 1978/79.

Dean's List

Awarded to the top ten percent of the fourth year graduating class.

Edward G. Dore Award

This award was established by friends and family in memory of Dr. Edward G. Dore, Class of 1935 and Diplomat in Dental Oral Surgery in 1952. The income from the endowed fund will provide a cash prize for a Fourth Year student who demonstrates excellence in clinical Oral Surgery. This award is not tenable with other awards in Oral Surgery. First awarded in 1992.

Irwin Fefergrad Award

This award was established by Mr. I. Fefergrad and is awarded to one of the top fourth year dental students with a strong emphasis placed on ethics from the Ethics, Jurisprudence and Practice Administration course (DEN406Y) who through class participation has shown a community minded ethical interest. First awarded in 2005.

Dr. Gary Glassman Endodontic Achievement Award

Awarded to a fourth year graduating undergraduate student who demonstrates academic and clinical proficiency in endodontics at the Faculty of Dentistry.

Dr. Paula Gregory Memorial Award

This award was established in memory of Dr. Paula Gregory, who died in 1986, by her classmates in the Class of 1980. The monetary award is given to the graduating student who has been involved in programs offering dental services to the under-privileged or handicapped, and who has also demonstrated academic proficiency and involvement in extra-curricular activities during the four years of the D.D.S. program. First awarded in 1988.

George Hare Endodontic Study Club Scholarship (Award On Hold)

The George Hare Endodontic Study Club has established a scholarship in honour of George C. Hare who taught at the Faculty for twenty-five years. The scholarship is for \$500 and a plaque and is awarded to the most outstanding Fourth Year student in clinical Endodontics. First awarded in 1977.

George Hare Essay in Endodontics Award

The West Toronto Dental Society has established the George Hare Essay in Endodontics Award consisting of an annual donation of \$1000 and a plaque. All fourth year students are eligible to compete for this award by writing an essay on the topic prescribed by the Endodontics Department as the elective essay topic for that year, and the award is given to the student who writes the best essay. First awarded in 1987.

Hugh Alexander Hoskin Scholarship

This prize was established in 1954, through the generosity of friends and associates of the late Hugh Alexander Hoskin. The award is made annually to the most outstanding student in clinical Oral Diagnosis. The value of the award is the annual income from an endowment. First awarded in 1955.

Dr. Alan K. Joe and Family Scholarships in Orthodontics

These scholarships were established through an endowment from the Dr. Alan K. Joe Family Foundation. There are two monetary awards and a plaque for each recipient and are to be given to two graduating students who have shown academic excellence, aptitude and initiative in Orthodontics throughout the undergraduate Orthodontic program. This award is not tenable with other Fourth Year awards in Orthodontics. First awarded in 1993.

Joseph Harker Johnson Scholarship

This award was established by former students and professional colleagues "in recognition and honour of Joseph Harker Johnson, D.D.S., formerly Professor of Oral Surgery and Anaesthesia, Librarian of the Faculty, Curator of the Museum, distinguished author and outstanding representative of his profession." It is awarded to the most outstanding student in clinical Oral Surgery and Anaesthesia. Its annual value is the income from the endowment fund. First awarded in 1967/68.

Barry H. Korzen Endodontic Award

This award was established by friends and colleagues of Dr. Korzen to honour his term as Head of Endodontics from 1978 to 1989. The annual income from the endowment fund will be awarded to the Fourth Year student with the highest overall achievement in Second, Third and Fourth Year Endodontics. First awarded in 1992.

Dr. Norman Levine Award in Pediatric Dentistry and Orthodontics

An endowment for this award was established upon the retirement of Dr. Levine as the first Director of the Qualifying Program in June 2001, by his friends and colleagues. First awarded in 2002. The Qualifying program graduated the last class in June 2007 and the award was changed to be awarded to a Fourth Year D.D.S. graduating student with the highest cumulative standing in the didactic and clinical aspects of third and fourth year pediatric dentistry and orthodontics. First awarded under the new terms in 2008.

Dr. Charles Hyman Moses Award

This award was established by Dr. J. H. Griss in honour of Dr. Charles Hyman Moses. A monetary award will be awarded to the student who shows superior ability in clinical Prosthodontics. First awarded in 1988.

Dr. Michael Oliver Memorial Scholarship

An endowment for this award was established by a generous donation from the estate of the late Dr. Oliver. Dr. Oliver was a role model for aspiring dentists and taught periodontics in our faculty from 1974-1993. He was tragically killed in a car accident in 2003. The award is for the student in fourth year who has the most promise to contribute to research in Periodontology. This is based on summer studentships, papers and abstracts, as well as general interest in research. First awarded in 2004.

Orthodontic Prize

An anonymous donor has generously provided for the annual monetary award to the most outstanding

student in the subject of clinical Orthodontics. First awarded in 1959.

Dr. Kenneth F. Pownall Memorial Award

Awarded to the 4th year DDS student with the highest overall academic achievement having entered through the IDAPP program.

Prosthodontics Prize

The Prosthodontics Prize, donated in 1948 by the late F. L. Cole, D.D.S., will be awarded to the most outstanding Fourth Year student in the field of clinical Prosthodontics. The monetary award is derived from the income from the trust fund. First awarded in 1949 and the terms revised in 1974.

Dr. Boris Pulec Implant Dentistry Scholarship

This award was established by Dr. Boris Pulec, an alumnus of the University of Toronto, Faculty of Dentistry, a general practitioner and an active proponent of implant dentistry. The award will be awarded to a fourth year graduating student with the highest combined academic average in the fourth year courses in the programs of Oral and Maxillofacial Surgery, Periodontics and Prosthodontics. First awarded in 2006.

Dr. Richard Rayman Future Leader Award

Dr. Rayman, DDS 1970, established this award to recognize student leadership. To be awarded to the graduating undergraduate student(s) who displayed exceptional student citizenship at the Faculty of Dentistry and or in their community

Henry Schein Canada Inc. Award

This Scholarship of the value of \$1000 is donated annually to commemorate the first President of the Ash Temple Limited Company. To be awarded to the most outstanding graduating DDS4 student in a subject selected and announced each year by the Faculty of Dentistry. First awarded in 1947 and the name changed in 2006.

Lynda Sellars Award in Comprehensive Patient Care

This award was established by Ms. Corrine Sellars, daughter of Lynda Sellars, friends and colleagues in memory of Lynda who worked in the Faculty of Dentistry, Student Services Office for 18 years. The award will be awarded to the graduating student(s) who demonstrates the greatest overall proficiency with respect to the assessment, planning, treatment and management of assigned patients in the multi-disciplinary Comprehensive Care Program. First awarded in 2011.

Dr. Edward G. Sonley Award in Clinical Restorative Dentistry

Dr. David Gardner established this award in honour of Dr. Sonley upon his retirement as Director of Clinics in 1997. The monetary prize is to be awarded to the most outstanding student in the subject of Clinical Restorative Dentistry in Fourth Year. First awarded in 1998.

Paul Takahashi Scholarship

Through the generosity of Dr. Paul Takahashi, of Toronto, an annual scholarship of the income from a trust fund is awarded to the student who is the most outstanding in clinical Periodontics. First awarded in 1959.

Piret Truuvert Memorial Award

his award was established in memory of Dr. Piret Truuvert, who died in 1990, by her classmates in the class of 1978. The monetary award is given to the graduating student who has the highest overall achievement in Second, Third and Fourth Year Preventive Dentistry. The recipient will be selected on the basis of didactic and clinical performance and extramural activities in Preventive Dentistry. First awarded in 1991.

Bridget Wang Memorial CCP Award

Dr. Laura Tam, UofT faculty member and her family and friends established this award in memory of her daughter, Bridget Wang, a DDS 1 UofT Faculty of Dentistry student who died tragically on December 5, 2017. To be given to the graduating student(s) who demonstrated the most outstanding combined performance in their 3rd and 4th years of the Comprehensive Care Program at the Faculty of Dentistry and who finished the 4th year course with exemplary standing.

Albert E. Webster Memorial Scholarship

This Scholarship was established, with funds donated by members of the dental profession, in memory of the late Albert E. Webster, M.D., D.D.S., LL.D., a member of the staff from 1893 to 1936, and from 1915 to 1923 Dean of the School of Dentistry. The first award was made in 1940, and was for Fourth Year students only. A bequest to the Faculty in 1990 from Dr. Howard George Lloyd to further honour Dr. Webster permitted the extension of this award to Second Year students as well. The annual income from the endowment fund provides two equal awards for the Second and Fourth Year students who are the most outstanding in the subject of clinical Restorative Dentistry over First and Second, and Third and Fourth Years respectively. First awarded under the new terms in 1991.

Dr. Horace Wells Prize

In 1951 the Canadian Oral Prophylactic Association donated the sum of \$1000 to recognize interest and accomplishment in dental anaesthesia and to commemorate Dr. Horace Wells who introduced the clinical use of nitrous oxide. The Dr. Horace Wells Prize is awarded annually to the most outstanding graduating student in Anaesthesia. The first award was made in 1951 and the name was changed from the Canadian Oral Prophylactic Association prize to the Dr. Horace Wells Prize in 2001.

Zindart Award in the Comprehensive Care Program

A monetary award of \$1000 has been established by the Federation of Chinese Canadian Professionals (Ontario) Education Foundation. To be awarded to the most outstanding student in the Fourth Year Comprehensive Care Program. To be eligible, the candidate must complete the fourth year of the course in Dentistry with standing satisfactory to the Faculty Council. First awarded in 2000.

Rotating Awards for the D.D.S. Program

These awards are based on a subject chosen and announced each year by Faculty Council. The awards are given to the most outstanding student in the subject.

Elsevier Canada Health Sciences Book Award (Varying Years)

Through the generosity of Elsevier Canada Publishing Company, a gift certificate is awarded from the

Elsevier Canada (formerly Harcourt Brace & Co.) publishing list. First awarded in 1957/58 and amended in 2005.

Royal College of Dental Surgeons Scholarship in Basic Sciences (First Year)

Through the generosity of the Royal College of Dental Surgeons of Ontario, an award is given in the amount of \$350. Honours' standing is required. Tenable with other rewards. First awarded in 1971/72.

Summer Funding for D.D.S. Students

Dental Alumni Association Summer Student Research Award

In 1957, the University of Toronto Dental Alumni Association established a Loan Fund, which was designed to help students in need. In 1995, this fund was converted from a loan fund to a fund to provide support for undergraduate students to do research in the summer. It is awarded to the best undergraduate student in the D.D.S. program who is selected for a summer student research position and funding is provided at the same level as to other summer research students. To be considered for this award, a student must apply for a summer student research position in the Faculty.

Dr. Robert E. Echlin Memorial Fund in Outreach Dentistry

This fund was established by Mrs. M. L. Echlin, her family and friends in memory of Dr. Robert E. Echlin. It is intended that the annual income from the endowment be used to provide expenses (e.g., board, lodging, travel) and a small honorarium if possible to enable the Faculty to send students to work in underserved areas with underprivileged people (the life-long interest of Dr. Echlin). Students will be permitted to spend a period sometime during their third or fourth dental years with a project or institution providing such levels of dental care.

In practice, the students spend three weeks in the summer following Third Year at Moose Factory in Northern Ontario since the student must be supervised by a dentist recognized by the Faculty.

Students must apply for funding by January 31 each year to the Faculty Registrar in a written proposal detailing their plans. Funding will be granted by the Faculty Council on the advice of the Undergraduate Student Awards Committee. For further information, students should consult the Faculty Registrar.

H. M. Bradley Fund

A legacy was provided to the Faculty by the late Helen Merrill Bradley, the income from which is used for the assistance of students registered in the Faculty of Dentistry. Income from this fund may be used to help defray the travel expenses of undergraduates participating in an official exchange visit to an overseas dental school, providing they are able to furnish evidence of financial need. The income may also be used for the assistance of needy students registered in one of the Faculty's postgraduate programs who are receiving no assistance from any other source. The fund was established and first used in session 1971/72. Application should be made to the Faculty Registrar.

C.I.H.R. Summer Student Scholarship Program

The Faculty receives a number of awards to support undergraduate students in carrying out research projects. One of the major sources of funds is the Canadian Institutes of Health Research Summer Student Scholarship Program, which provides financial assistance for several students to work through the summer months in the research laboratories of Faculty members. On the basis of presentations made by the students concerning their research, some are selected to attend various meetings of the dental research community to present their work.

ODA Summer Research Award

An endowment for this award was established by a generous donation by the Dentistry Canada Fund on the recommendation of the Ontario Dental Association. This will be awarded to undergraduate student(s) at the University of Toronto in the Faculty of Dentistry undertaking summer research.

Pynn Family Travel Award

An endowment for this award was established by a generous donation by Dr. Bruce Pynn and family. Dr. Pynn graduated in 1990 from U of T and obtained his post graduate degree in Oral and Maxillofacial Surgery and has been working in private practice in Thunder Bay since graduation. He has always been active in research having obtained his MSc prior to entering dental school and was fortunate to travel extensively during his research years. Thus this award is targeted to undergraduate students to assist travel and present their work during those formative years. This award is to be awarded annually to an undergraduate University of Toronto, Faculty of Dentistry student or students with the strongest scientific content at the Faculty of Dentistry's Summer Student program presentations in August to support travel to the IADR Conference. The amount of the award will be based on the annual income from the fund. First awarded in 2006.

The Margaret & Clifford Zettle Award

An endowment for this award was established by a generous donation by Dr. Katherine Zettle, a graduate of the University of Toronto's D.D.S. program ('87) and the M.Sc. in Pediatric Dentistry program ('95) in honour of her parents. This award will be given to two students who have successfully completed third year of the DDS program. This award is for a one month summer elective placement for each student for the provision and care for persons with disabilities (including geriatric care) at one of the Faculty of Dentistry's affiliated teaching hospitals. Payments will be matched through an expendable gift annually.

Dr. Aviv Ouanounou Student Service Learning Outreach Fund

This fund was established in 2017 by Dr. Aviv Ouanounou (OTO), Assistant Professor at the University of Toronto, Faculty of Dentistry. It is intended that this expendable fund be used to provide expenses (e.g., board, lodging, travel) to enable the Faculty to send students in the fourth year of their DDS program to work in Uganda to gain service learning experience and support the local community. Students must apply for the program. For further information, students should consult the Program Director, Dr. Amir Azarpazhooh.

Class of 8T2 Student Service Learning Outreach Fund

This fund was established in 2017 by the Class of 8T2. It is intended that the income generated from

this endowment be used to provide expenses (e.g., board, lodging, travel) to enable the Faculty to send students in the fourth year of their DDS program to work in international locations to gain service learning experience and support the local community.

Students must apply for the program. For further information, students should consult the Program Director, Dr. Amir Azarpazhooh.

Dr. Rowshani Student Outreach Fund

This fund was established by Dr. Shervin Rowshani 1T0. It is intended that the income generated from this endowment be used to provide expenses (e.g., board, lodging, travel) to enable the Faculty to send students in the fourth year of their DDS program to work in international locations to gain service learning experience and support the local community.

Students must apply for the program. For further information, students should consult the Program Director, Dr. Amir Azarpazhooh.

Other Funding for D.D.S. Students

National Defence Dental Officer Training Plan

The Canadian Forces offers a plan to assist dental students with the costs of attending Dental School. In addition to pay and allowances for the rank in which the student is enrolled, provision is made for payment of tuition, instruments, supplies, and an allowance for books. To be eligible a student must be able to meet the Canadian Forces standards for enrolment, be a Canadian citizen, and be academically acceptable, without condition, to any one of the four professional years of the Dental Faculty. A term of service in the Canadian Forces as a dental officer is required after graduation.

Full details of the Dental Officer Training Plan may be obtained from the Canadian Forces Recruiting and Selection Unit, 4900 Yonge Street, Suite 600, Willowdale, Ontario, (416) 224-4015, or from the University Liaison Officer, Canadian Forces Base Toronto, Downsview, Ontario, (416) 633-6200 Loc. 205.

Research Awards

Eleanor and Gerald Copeland Grants in Dental Research

This endowment was established by Dr. and Mrs. Copeland and matched by the Government of Ontario pursuant to the Ontario Trust for Student Support (OTSS). It is to be awarded to University of Toronto, D.D.S. students with a desire to work as a summer research assistant.

Tau Tau Undergraduate Research Award

The Tau Tau Chapter of Omicron Kappa Upsilon has established a research award to be awarded to an undergraduate dental student who presents the best research paper or abstract and is invited to present this paper at a North American meeting of a scientific organization. The value of the award is the expenses incurred to a maximum of \$1,000 in presenting the research paper. The winner of the award will be selected by the Research Co-coordinator in consultation with other members of the Faculty. First awarded in 1982.

Graduate Awards and Bursaries

Dentsply Sirona Research Fellowship in Prosthodontics

This award was established by Astra Tech, now under Dentsply Sirona. To be awarded to one or more graduate students in the Faculty of Dentistry, discipline of Prosthodontics based on academic merit to support Prosthodontic research. First awarded in 2008.

Manly Badner Graduate Orthodontic Award

Donated by Dr. M. Badner, to be awarded each year to purchase a set of premium orthodontic pliers and an appropriate plier's holder. The recipient is a Graduate Orthodontics student completing their final year of the program and is awarded for excellence in the clinical application of biomechanical principles. First awarded in 2005

Gerald I. Baker Scholarship in Oral and Maxillofacial Surgery

To be awarded to a graduate student in the area of Oral and Maxillofacial Surgery. First awarded in 2007.

H. M. Bradley Fund

A legacy was provided to the Faculty by the late Helen Merrill Bradley, the income from which is used for the assistance of students registered in the Faculty of Dentistry. Income from this fund may be used to help defray the travel expenses of undergraduates participating in an official exchange visit to an overseas dental school, providing they are able to furnish evidence of financial need. The income may also be used for the assistance of needy students registered in one of the Faculty's postgraduate programs who are receiving no assistance from any other source. The fund was established and first used in session 1971/72. Application should be made to the Faculty Registrar.

Dr. Goldie Dixit and Family Student Bursary

To be awarded to (a) full-time, undergraduate student(s) in the DDS program, on the basis of financial need.

Wilson G. Harron Trust

A bequest of \$2,000,000 was made in 1989 from the estate of Mrs. Norma F. Harron as a memorial to her late husband, Dr. Wilson G. Harron, member of the Class of 1925. The terms of the bequest were to provide scholarships and bursaries for students in the Faculty of Dentistry. The awards established under this trust are listed below.

1. Harron Scholarships

The Faculty of Dentistry, University of Toronto will offer scholarships each year to support students with a demonstrated interest in pursuing research training in preparation for an academic career.

All awardees will be known as Harron scholars. The scholarship will guarantee an income of \$17,000 per annum (plus a differential fee waiver equivalent to the difference between the international and

domestic doctoral fees for an international scholar) for up to four years, contingent upon the scholar maintaining an excellent academic performance. Further, applications may be considered for a travel allowance, to a maximum of \$2,000 per annum for presenting research papers at scientific meetings. Carryforward to the next academic year is NOT permitted. It is required that Harron scholars compete for funding from other sources, (O.G.S., CIHR.) for which they are eligible, in the second and continuing years of their program. For Harron scholars who are successful in external competition, the Harron award will be in the form of a fellowship top-up that brings the scholar up to the departmental standard for support. The Faculty may support continuing Ph.D./Specialty students until completion of both programs contingent upon satisfactory progress and success in external scholarship competitions.

Applicants for these scholarships will normally be to the Graduate Department of Dentistry for entry to Ph.D. programs, to M.Sc. programs where transfer to Ph.D. program will be sought within 18 to 24 months, or be Graduate Department of Dentistry Ph.D. candidates who are currently registered in Year 1 or 2 of their Ph.D. program.

Applications for Harron Scholarships must be received by July 31 of the academic year preceding tenure of the scholarship. Only applicants with excellent academic records will be considered. Applicants short-listed for consideration for scholarship will normally be expected to undergo an interview. The Graduate Department will normally approve up to four new Harron Scholars a year. However, where funds permit, the subcommittee, at their discretion, may award additional scholarships if there are highly deserving applicants, or may provide top-ups to help recruit/sponsor an outstanding student.

2. M.Sc. Dental Specialty Scholarship

This award category provides two annual scholarships; each valued at \$12,000 to be awarded to outstanding students entering M.Sc. Dental Specialty Programs. Each year one scholarship will be allocated to the student with the best record in academic, research and creative activities, the other annual award will rotate among the specialty programs and will be allocated to the student with the best record in academic, research, and creative activities.

3. Bursary for Graduate Students

This award is open to Canadian or foreign students. The award is to be given on the basis of need, as documented in information provided by the student.

4. Aboriginal Students

This award is open to Canadian aboriginal students (status, non-status, Metis as defined by the Federal Government) entering or attending an undergraduate, graduate or postgraduate program in the Faculty of Dentistry, and is to assist with the costs incurred in dental education not covered by federal grants to aboriginal students. Renewal of the award for the duration of the program is dependent on maintenance of satisfactory standing. Up to four awards will be made each year.

Dr. Barry Korzen Scholarship at the University of Toronto

The award was established by Dr. and Mrs. Nusbaum and family to honour Dr. Korzen for his outstanding contributions and leadership at Head of Endodontics and Assistant Dean of the Faculty. The award will financially support Ph.D. students with preference given to students in Endodontics.

Dr. Norman Levine Bursary in Graduate Pediatric Dentistry

This award was established in 1997 by Dr. and Mrs. Norman Levine and family. Dr. Levine, Class of 1960, was a member of the Faculty for many years and was head of Pediatric Dentistry from 1978 to 1993. This award is to be given to a student currently in the graduate program in Pediatric Dentistry who demonstrates financial need and has satisfactory academic standing.

PPEF – David Locker Doctoral Scholarship in Dental Public Health

This award was established by the Estate of Dr. David Locker, who was a long time faculty member at the Faculty of Dentistry. An internationally renowned researcher, Professor Locker was recognized for revolutionizing the quantification of oral health and disease through his work on patient-based measures of oral health related quality of life. It is to be awarded to Ph.D. student(s) with preference given to students in Dental Public Health. Should there be no qualifying student(s) preference will be given to other clinical specialties. The award will become part of the guaranteed funding package. First awarded in 2017.

David Locker Graduate Scholarship in Dental Public Health

This award was established by the Estate of Dr. David Locker, who was a long time faculty member at the Faculty of Dentistry. An internationally renowned researcher, Professor Locker was recognized for revolutionizing the quantification of oral health and disease through his work on patient-based measures of oral health related quality of life. It is to be awarded to graduate student(s) with preference given to students in Dental Public Health based on academic merit. First awarded in 2017.

David Locker Graduate Travel Award in Dental Public Health

This award was established by the Estate of Dr. David Locker, who was a long time faculty member at the Faculty of Dentistry. An internationally renowned researcher, Professor Locker was recognized for revolutionizing the quantification of oral health and disease through his work on patient-based measures of oral health related quality of life. It is to be awarded to graduate student(s) with preference given to students in Dental Public Health for travel to conferences where the recipient is presenting a poster or paper. First awarded in 2017.

Dr. David Mock Scholarship at the University of Toronto

The award was established by Dr. and Mrs. Nusbaum and family to honour Dr. Mock for his outstanding contributions and leadership during his tenure as Dean of the Faculty of Dentistry from 2001-2012. The award will financially support Ph.D. students with preference given to students in Oral Pathology and Oral Medicine.

Howard James MacLaurin Scholarship

Through a bequest from the late Howard James MacLaurin, D.D.S., the annual income from an

endowment fund provides a monetary award to the most outstanding student in the graduate program in Oral and Maxillofacial Surgery in the year preceding the final year of the program. The award is to be used to attend a professional or scientific meeting in the field of Oral and Maxillofacial Surgery.

Dr. W. Bruce and Susan Malloch Fellowships

To be awarded to graduate students on the basis of financial need. One award is designated specifically for a Graduate Orthodontic student, and the second award is available to another graduate student enrolled in any other Dentistry graduate program including Orthodontics. First awarded in 2006.

Constantine Maniatopoulos Graduate Scholarship

This scholarship was established to honour the memory of Dr. Constantine Maniatopoulos who graduated from the Faculty with a Ph.D. in Biomaterials in 1988, and died suddenly in March 1989. The annual income from the endowment will be given to the graduate student(s) presenting the best poster(s) at the Faculty of Dentistry's annual Research Day. First award given in 1990.

Nobel Biocare Research Fellowship in Prosthodontics

Created by Nobel Biocare to be awarded to one or more graduate students in the Faculty of Dentistry, Discipline of Prosthodontics based on academic merit to support Prosthodontic research. First awarded in 2008.

The Government of Ontario/Dentistry Scholarship in Science and Technology – OGSST

Two awards are currently held by the Graduate Department of Dentistry. Each award is currently valued at \$15,000 per annum. Awards to be allocated on the basis of excellence in academic and research activities.

Dr. Michael Pharoah Graduate Scholarship in Oral and Maxillofacial Radiology

This award was established in honour of Professor Michael John Pharoah, BSc 7T1, DDS 7T5, MSc 8T4, Diploma in Oral Radiology 8T5, in recognition of his outstanding contribution to Oral and Maxillofacial Radiology on the occasion of his retirement from the University of Toronto, Faculty of Dentistry in 2015. Professor Pharoah advanced the art and science of oral and maxillofacial radiology at the University of Toronto, nationally and internationally by focusing and describing radiology characteristics based on disease mechanisms of abnormalities of the maxillofacial bones. It is to be awarded to graduate student(s) in Oral and Maxillofacial Radiology for academic excellence. First awarded in 2017.

Hassan Moghadam Foundation/Dr. Howard Holmes Award

Dr. Hassan Moghadam graduated from the Oral and Maxillofacial Surgery and Anesthesia program in 2002. He made his gift to support excellence in research in honour of his instructor and mentor, Dr. Howard Holmes. Dr. Holmes was a long-serving and dedicated faculty member where he impacted many through his teaching. He helped create the Maxillofacial Surgery Fellowship Program at the Faculty of Dentistry which has become a foundational component of the training in the program. To be awarded to a student(s) in oral and maxillofacial surgery in the Faculty of Dentistry on the basis of research project excellence in 3rd year. To be first awarded in 2022.

Ontario Society for Preventive Dentistry – Public Health Research Fellowship

This award was established by the Ontario Society for Preventive Dentistry to support research by graduate students in Dental Public Health. First awarded in May 2008.

Aaron L. Posen Award

Donated by Dr. A. L. Posen's friends in recognition of his service to the Faculty and his contribution to Orthodontics, particularly through research, this award is given each year for creativity and excellence to the most deserving of the students in the graduating class of Orthodontics.

Poyton Graduate Award for Research in Oral Radiology

This award was made possible by a generous donation from Dr. H.G. and Mrs. E.M. Poyton. The award is given to graduate students in the M.Sc. (Oral Radiology) degree program based on academic achievement and financial need. First awarded in 2005.

Dr. Jaroslav Sodek Memorial Award

This award was established by the University of Toronto in memory of Dr. Jaroslav Sodek who impacted people and institutes around the world through his depth of understanding of biology, his rigorous devotion to science, and his appreciation of the human element of the research enterprise. Dr. Sodek was a founding member of the MRC Group in Periodontal Physiology and was an active staff member in the Faculty of Dentistry from 1973 to untimely his death in 2007. This award is to be given to graduate student(s) showing the most promise in biochemical sciences related to matrix biology.

The Southern Ontario Surgical Orthodontic Study Club Award

Award made possible by a donation from the Southern Ontario Surgical Orthodontic Study Club. Awarded to the Second Year student in the graduate program in Orthodontics who gives the best Craniofacial Morphology and Development presentation and literature review for that year.

The Javenthly Soobiah in Memory of Mr. and Mrs. Joe Soobiah/Ontario Graduate Scholarships in Dentistry

Ms. Javenthly Soobiah made these scholarships possible by the generous donation of her home to the Faculty of Dentistry. Three scholarships are given annually to three graduate students enrolled in full-time graduate programs in the Faculty of Dentistry. The funding for these scholarships is shared between the University of Toronto and the Provincial Government under the revised terms for Ontario Graduate Scholarships effective 2001/2002.

Bursaries – All Degree Programs

Some of these bursaries are awarded to students as part of a **U.T.A.P.S. grant** (see section for details). Others are awarded through the Faculty of Dentistry and require a bursary application to be submitted to the Student Services Office.

Deadlines for these bursaries will be provided to the students each year. Please note that students must be in good academic standing to apply for bursary assistance.

The Dr. W. B. & Edna May Amy Bursary Fund

Through a generous bequest of the late Edna May Amy, degree students registered in the Faculty of Dentistry who are in financial need may apply for bursary assistance from this fund.

BPP – Dr. Greg S. Anderson Dentistry Award

An endowment was established by a generous donation from Dr. G.S. Anderson who wanted to give back to the Faculty of Dentistry. It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

Dr. Aldo and Peggy Boccia Scholarship

(Any D.D.S. Year). This endowment was established by Dr. Aldo and Peggy Boccia and matched by the Ontario Trust for Student Support (OTSS), D.D.S. students who are in financial need may apply for bursary assistance from this fund.

Charles Hunt Scholarship

This endowment was established by Dave Hunt and matched by the Ontario Trust for Student Support (OTSS). It is to be awarded to D.D.S. student(s) in first or second year of the program on the basis of financial need.

BPP - Class of 6T3 Dentistry Award

This endowment was established by the Class of 1963 on the occasion of the 50th anniversary of their graduation from the Faculty of Dentistry. It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

Class of 7T3 Dentistry Award at the University of Toronto

This endowment was established by the Class of 1973 and matched by the Boundless Promise Program (BPP), on the occasions of their 35th and 40th class reunions. It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

Eleanor and Gerald Copeland Bursary

This award is open to Canadian Citizens with Ontario residency. The award is to be given to a graduate student on the basis of strong academic achievement and financial need, as documented in information provided by the student.

Dr. Robert and Catherine Corlett Bursary

This endowment was established by Dr. Robert Corlett (DDS 64) and his wife to provide support for DDS students with financial need. To be awarded annually to one student in the Doctor of Dental Surgery Program on the basis of financial need. Award may be given to a student in any year, with preference given to students in 2nd or 3rd year.

BPP - Class of 7T9 Dentistry Student Assistance Award

This endowment was established by the Class of 1979 on the occasion of the 35th anniversary of their graduation from the Faculty of Dentistry. It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

Dr. H. Keith Davey 2T4 Award

This endowment was established by Dr. K.W. Davey (5T3) and matched by the Boundless Promise Program (BPP), in memory of his father, Dr. Harold Keith Davey (DDS 2T4). It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

Dr. Keith W. Davey 5T3 Award

This endowment was established by Dr. K.W. Davey (5T3) and matched by the Boundless Promise Program (BPP). It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

Dentistry Annual Fund Bursary Fund

Through the generous donations of alumni, which were then matched by the University of Toronto and the Government of Ontario, an endowment fund has been established to provide bursaries for needy students in the Faculty of Dentistry. First awarded in 1998.

Dentistry Graduate Student Bursary Fund

Through the generous donations of various faculty members and others, an endowment fund has been established to provide bursaries, of varying amounts, for Graduate Students in any of the Faculty of Dentistry's graduate programs on the basis of financial need.

Dentistry Periodontics Graduate Award (OTSS)

To be awarded to graduate students in the Faculty of Dentistry's Periodontics graduate programs on the basis of financial need.

The Robert B. Dunlop Award

This endowment was established from the estate of Robert B. Dunlop to establish bursaries in honour, of Dr. Dunlop. Dr. Dunlop taught for many years at the Faculty of Dentistry, along with 40 years in private practice. To be awarded to D.D.S. students on the basis of financial need.

BPP – Professor Forst Fuller Scholarship

An endowment was established by a generous donation from Dr. J.T. and Mrs. M. Mayhall in memory of Mrs. Mayhall's father. It is to be awarded to (a) full-time, undergraduate student(s) at the University of Toronto, Faculty of Dentistry on the basis of financial need and academic merit with a preference for a student in second year.

BPP-Valerie Stavro Student Bursary

The bursary was established by Dr. Valerie Stavro (D.D.S. 8T4), past UofT Dentistry Alumni Board

President and long-time instructor in dentistry in memory of her late father, Chris Stavro. It is to be awarded to a full-time, undergraduate student in the Faculty of Dentistry on the basis of financial need.

BPP-Zettle Family Boundless Award in Dentistry

This endowed award was established by Dr. Katherine Zettle, a graduate of the University of Toronto's D.D.S. program ('87) and the M.Sc. in Pediatric Dentistry program ('95). To be awarded to (a) full-time, undergraduate student(s) at the University of Toronto, Faculty of Dentistry on the basis of financial need and academic merit.

Gina Furtado Memorial Bursary

This award was established by Alda Furtado in loving memory of her daughter Dr. Gina Furtado who tragically passed away in 2006. Dr. Furtado graduated from U of T with a B.Sc. degree in 1991 and received her DDS from New York University in 1995. Dr. Furtado believed in giving back to her community and her family and her mother are continuing this tradition. To be awarded to one or more students in any year of study on the basis of financial need.

Glazer Family Bursary

Dr. Bruce Glazer is a three-time graduate from the Faculty of Dentistry. He first graduated from the Doctor of Dental Surgery program in 1966, then pursued and graduated in anesthesia in 1969 and prosthodontics in 1987. Dr. Glazer made this gift in honour of his family, to benefit an undergraduate student demonstrating financial need that also shows proficiency in either prosthodontics or dental anesthesia.

Dr. Thomas Howard Graham Bursaries

The estate of Ms. Audrey Graham, who passed away in 2003, donated an endowment to establish bursaries in honour of her father, Dr. Thomas Howard Graham, a 1909 D.D.S. graduate. To be awarded to D.D.S. students on the basis of financial need. First awarded in 2008.

The Dr. Harry Jolley Bursary

The Dental Service Associates Volunteers of Mount Sinai Hospital have established this bursary in honour of Dr. Harry Jolley. It is awarded to a student with demonstrated financial need who has performed satisfactorily in the D.D.S. program to date. Preference will be given to a student who has shown a special interest in community service. First awarded in 1988.

Dr. James Kerr/Oral Health Award

This endowment was established by Oral Health Magazine in honour of Dr. James Kerr (D.D.S. 6T6). It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

H. G. Lightford 4T9 Bursary

This Award was established by Ms. Liz and Ms. Mary Lightford, in memory of their father, Dr. Herbert Grover Lightford, class of 1949 to honor his involvement and care for the dental community. To be awarded to a full-time undergraduate student in the Faculty of Dentistry on the basis of financial need.

Dr. L.W. Leake Bursary

This award was established by Dr. J. Leake, family and friends to honour the memory of Dr. Lawson Leake, who graduated from the University of Toronto in 1934. To be awarded to a student in any year of the D.D.S. program on the basis of financial need. First awarded in 2005.

Donald Lewis Dental Public Health Student Award

This award was established by his friends and colleagues to honour the retirement of Dr. Donald Lewis from the Faculty of Dentistry in 1997. The award is to be given to a student in the graduate program in Dental Public Health student based on academic achievement and financial need. First awarded in 1998.

Hugh MacKay – Dental Emergency Bursary

This endowment was established by the Dental Emergency Service and matched by the Boundless Promise Program (BPP). It is to be awarded to full-time D.D.S. students in any year on the basis of financial need.

Dr. Nicholas A. Mancini Bursary

This endowment was established by Dr. Nicholas A. Mancini and matched by the Ontario Trust for Student Support (OTSS). Dr. Mancini graduated from U of T in 1945 with a B.A. He also served as Chairman of the board of the ODA from 1969-96 and was appointed Chair Emeritus for life in recognition for his contributions.

The CDA recognized his years of service with Honorary Membership. The annual income of the endowment is to be awarded to D.D.S. students on the basis of financial need.

Lisa Montanera Bursary at the University of Toronto

This endowment was established by Dr. and Mrs. Montanera, family and friends and matched by the Boundless Promise Program (BPP), in memory of Lisa, a warmhearted and caring D.D.S. student who passed away unexpectedly during her second year. It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

BPP - ODA Boundless Promise Dentistry Award

An endowment was established by a generous donation by the Dentistry Canada Fund on the recommendation of the Ontario Dental Association. It is to be awarded to D.D.S. students in second, third or fourth year of the program on the basis of financial need.

ODA Student Bursary

This endowment was established by the Ontario Dental Association (ODA) and matched by the Ontario Trust for Student Support (OTSS). Bursaries are to be given to D.D.S. students on the basis of financial need.

Poyton Graduate Student Bursary in Oral Radiology

This bursary was established through a generous donation from Dr. H.G. and Mrs. E.M. Poyton. The bursary will be awarded to students in M.Sc., (Oral Radiology) degree program who are Canadian

citizens or permanent residents of Ontario on the basis of academic achievement and financial need. First awarded in 2005.

The Ontario Dental Association Bursaries

The Ontario Dental Association each year provides \$1000 for bursaries, which are, awarded to students in any year of the course whose academic standing, is satisfactory and who have demonstrated financial need.

Dr. Victor C. Stanziani Dentistry Award

This endowment was established by Mr. J. Stanziani and family and matched by the Boundless Promise Program (BPP), in loving memory of Dr. V.C. Stanziani (D.D.S. 5T8). It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

Tomkins Family Award in Dentistry

This endowment was established by Mr. and Mrs. Tomkins and matched by the Boundless Promise Program (BPP), in honour of their daughter, Dr. J.L. Tompkins (DDS 8T1) association with the Faculty of Dentistry. It is to be awarded to D.D.S. students in any year of the program on the basis of financial need.

Dr. George Vasiga Scholarship

This annual award was established in 2011 by Dr. George Vasiga, an alumnus of the Faculty of Dentistry (DDS and Orthodontics). The award is to be given to a graduate student in Dental Public Health on the basis of academic achievement and financial need. The recipient must meet OSST conditions.

John Flewelling West Bursary

This gift from the estate of the late John Flewelling West, is awarded annually to the student or students in any year of the Faculty of Dentistry who demonstrate serious financial need and who are deserving of assistance. The bursary is the annual. First awarded 1977/78.

University of Toronto Bursaries

Bursary assistance is available from a general University fund. The Faculty application form is used for assessment purposes.

Bursary for Indigenous Students in the D.D.S. or Graduate Programs

Gladys Watson Education Fund

To be awarded to indigenous students (First Nations, Métis and Inuit) enrolled in graduate programs at the master's or doctoral level, and second-entry programs. All indigenous students in these programs are eligible to apply, full-time and part-time, with preference given to those students who demonstrate financial need. Eligible students should submit a letter of application listing their estimated costs and sources of funding to First Nations House, Office of Aboriginal Student Services and Programs, 563 Spadina Avenue, Toronto, Ontario, M5S 1A1 by April 30th. Enquiries: please call (416) 978-8227 or (416) 978-7960.

Dr. Fritz Hoerner Bursary

To be awarded to one or more full-time, undergraduate student(s) who are either Indigenous, Black, or from other under-represented groups in the Faculty of Dentistry, on the basis of financial need and successful application. The award is to be given to a student each year for the duration of their 4 year degree provided they are in good academic standing as determined by the Council of the Faculty of Dentistry on an annual basis.

Loan Funds

The University of Toronto Alumni Association Loan Fund

This fund comes from subscriptions received originally from graduates of the University and is administered by the University of Toronto Alumni Association. Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only. Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 47 Willcocks Street, Toronto, Ontario M5S 1A1 (Telephone 978-2366).

Ontario Student Assistance Program (O.S.A.P.)

Full-time Students

The Ontario Student Assistance Program (O.S.A.P.) is available to Ontario residents who are Canadian citizens or permanent residents to assist with educational and living expenses. *(Please note that students in self-funded programs such as the International Dentist Advanced Placement Program are not eligible for O.S.A.P.)* O.S.A.P. loans are interest-free and non-repayable while the student remains enrolled in full-time studies. The Loan Forgiveness Program provides partial forgiveness of loans at graduation for students who have incurred large debt loads.

Information concerning the eligibility and assessment criteria may be obtained from Enrolment Services, Financial Aid, 172 St. George Street, University of Toronto (416) 978-2190. Application forms are available from the Faculty and Enrollment Services. It is recommended that returning students apply for O.S.A.P. assistance by May 31 and that new students apply by June 30.

Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses, and in many cases, application forms.

Ontario Work-Study Plan

This program is funded by the University and the Ministry of Education and Training, and provides on-campus, part-time employment to students with financial need in second year or higher. Eligibility information and applications are available from Enrolment Services.

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to \$2000 is available for full-time and part-time O.S.A.P. recipients who have special educational expenses as a result of a disability. Information and applications are available from Admissions and Awards.

Ontario Child Care Bursary

This O.S.A.P. bursary assists married and sole-support parents with the costs of unsubsidized child care. Applicants must have qualified for O.S.A.P. and can be enrolled in either full-time or part-time studies. Information and applications are available from Admissions and Awards.

Professional Line of Credit

Most lending institutions offer a professional line of credit. You may go to any lending institution offering professional lines of credit to secure your funding. Scotiabank is the preferred provider for the University of Toronto, specifically the branch at Queen and McCaul, 222 Queen Street West, Toronto. However, we encourage you to shop around and find the best deal for you. Contact the Student Services Office for further information about these loans.

Annual Fees 2022-23

The fees quoted below are for guidance. Fees Invoices for the session are available from the School of Graduate Studies (for graduate programs) and from the Fees Department of the University for all other programs. Fees must be paid at chartered banks. For further details check the Fees website at www.fees.utoronto.ca.

Doctor of Dental Surgery

First Year

Academic fee	37,080.00
Non-academic incidental fees	1,449.86
Dental Instruments*	10,006.00
Total fee payable	48,535.86

Second Year

Academic fee	37,080.00
Non-academic incidental fees	1,449.86

Dental Instruments*	8,701.00
Total fee payable	47,230.86

Third Year

Academic fee	37,080.00
Non-academic incidental fees	1,449.86
Dental Instruments*	4,526.00
Total fee payable	43,055.86

Fourth Year

Academic fee	37,080.00
Non-academic incidental fees	1,449.86
Dental Instruments*	2,791.00
Total fee payable	41,320.86

* A portion of the instrument fees consists of optional charges for phantom heads, models and laundry service. See the Fees Guide for exact amounts

The academic fees listed above are for domestic students only. International students are occasionally accepted to the DDS program and the academic fee differs by year:

DDS I	\$93,700.00
DDS II	\$91,100.00
DDS III	\$88,570.00
DDS IV	\$86,110.00

A fee of \$1,394.78 is charged for non-academic incidental fees along with the corresponding fee for Dental Instruments. The University Health Insurance premium of \$636.00 is also charged to international students.

International Dentist Advanced Placement Program in Dentistry (2022)

Academic fee	58,835.00
Non-academic incidental fees*	790.31
Dental instruments**	12,706.00
Total fee payable	\$72,331.31

* estimated for 2022 based on 2021 fees.

** A portion of the instrument fees consists of optional charges for phantom heads, models and laundry service. See the Fees Guide for exact amounts.

Graduate Students

For information on fees for all M.Sc./Ph.D. graduate programs in Dentistry see the University of Toronto Student Accounts Website: <http://www.fees.utoronto.ca/>

Postgraduate Students

Residencies in General Dentistry – Registration fee is \$700.00

Special students - The fees are based on academic activity—the registration fee is \$700.00 plus dental instrument fees where applicable.

Notes:

1. The University reserves the right to alter the fees and other charges described in this calendar.
2. (a) The Academic Fee includes tuition, and library and laboratory supply and service.

(b) The Incidental Fee includes the following charges: Students' Administrative Council or Graduate Students' Union; Athletics; Health Services; Dental Students' Society or Graduate and Postgraduate Students' Society; Hart House.

(c) The Instrument Fee includes the following charges as appropriate: purchase and rental of instruments, equipment and materials; clinic wear, masks and gloves; required course manuals; laundry service.

3. Students are required to pay either the Total Fee for the session, or at least the First Installment, on or before the day of registration.
4. Tuition fees for all sessions must be paid at the bank. The Fees Department will not accept payments in person or by mail.
5. For further information concerning payment by OSAP, University awards, outside awards, etc. see the University's Schedule of Fees.
6. Service Charges. All outstanding fees, regardless of the source of payment, are subject to a service charge of 1.5% per month compounded (19.56% per annum) calculated from the 15th of each month. Please refer to: <http://www.fees.utoronto.ca/contact.htm> for relevant information.
7. A student who has not paid his/her total fee at the opening of the session is required to pay the second installment on or before the opening day of the second term. After the 15th of the month in which the second term starts, a penalty will be imposed.
8. Tuition Fee Certificates (T2202A) may be downloaded by students via ROSI but will include only payments made in the previous calendar year.
9. The University of Toronto no longer mails paper invoices throughout the session. Students are expected to monitor their account on the Student Web Service at www.rosi.utoronto.ca.
10. Supplemental Examination fee is \$70 for each paper. Supplemental preclinical evaluation fee is \$70 per subject. Each student requiring a supplemental examination or evaluation must pay the appropriate fee.
11. UHIP A University Health Insurance premium (U.H.I.P.) is charged to international students. This fee also applies to international students exempt from the international student academic fee.

Academic Rules and Regulations

GENERAL REGULATIONS

Dress and Decorum

Professionalism is the standard of attitude, behavior, dress and decorum befitting the members of a professional and distinguished group, which has been given by society the responsibility of regulating itself. In subscribing to these standards, the Faculty has established dress and decorum codes to help students mature as professionals. Clean lab attire are to be worn in laboratories while performing laboratory procedures. For simulated clinical procedures on phantom heads in the lab, the same dress code as for clinics applies. This consists of a clean, full scrub suit, a white t-shirt underneath and overgown or lab coat. Scrub suits are not to be worn outside of the Faculty. Appropriate footwear is required and does not include sandals, open-toed shoes or running shoes. Jogging shoes with stripes or logos on them are not permitted. Shoes may have a cushioned sole but must be solid white. Polished leather shoes are also suitable. Any hairstyle is permitted provided it is neat and clean, and not in a style that may hinder a student's performance, cause the patient discomfort or impair proper infection control. Long hair must be tied back in clinical and laboratory areas. Beards are permitted; however, if a full beard is not worn, then the student must be clean-shaven except for a moustache or goatee. Nametags are to be worn in all labs and clinics. No gum chewing is allowed. Further details are listed in the clinic manual that is given to each student.

Health Protection Requirements

Prior to their first Registration in the Faculty, all accepted applicants will be required to provide documentary proof of a current Tuberculin Test and/or negative chest x-ray, as well as current immunization against Rubella, Tetanus, Polio and Hepatitis B. As a condition of enrolment in the program students are expected to comply with these requirements as detailed in the instructions included in the offer of admission.

As well, each year all returning students must submit a current Tuberculin Test Report prior to registration.

Under certain circumstances, the Faculty may have a duty to report disease, and in the case of a communicable disease, a Medical Officer of Health may be empowered to make an order requiring a student to isolate him/herself in such a manner as not to expose another person to infection. An order of this kind would seriously disrupt the student's program of study.

Participation in Laboratory Testing

At various stages of the teaching programs there are occasions when biochemical, physiological or

pharmacological observations are made by students on themselves or on fellow-students. These exercises include some diagnostic or immunization procedures in common use. Unless some valid reason exists, students are expected to participate in such exercises.

If any investigative work involving student participation does not form part of the teaching programs, participation is entirely voluntary.

Personal Property

Students are required to report promptly at the Student Services Office, the loss or discovery of any articles in or about the Faculty buildings. Students should take advantage of locker facilities available. However, the Faculty will not accept any responsibility whatever for books, instruments, clothing, equipment or personal belongings lost on or removed from the Faculty.

STUDENT RECORDS

Personal information

Personal information provided at the time of admission is verified and brought up to date at the time of registration in subsequent sessions. This information is a vital part of the student's official University record and is used to issue transcripts, graduation information, diplomas and other official documents. The University is also required by law to collect certain information for the Federal and Provincial Governments, this is reported only in aggregate form and is considered confidential by the University.

Any change in the following must therefore be reported immediately to the Faculty Registrar or the Associate Dean, Graduate Education, as appropriate:

1. Legal name change with supporting documents
2. Permanent or home address and telephone number
3. Sessional address and telephone number
4. Social Insurance Number
5. Citizenship status in Canada
6. Marital status

Transcripts

For information on how to order a transcript please visit the Transcript Centre's website:
<http://www.transcripts.utoronto.ca/>.

Transfers and Withdrawals

A student who wishes to withdraw from the Faculty or to change his/her course or Division in the

University should consult the Faculty Registrar or the Associate Dean, Graduate Education.

Student Indebtedness

The University's Policy on Academic Sanctions for Students who have Outstanding University Obligations supports the principle that academic sanctions should be applied by divisions of the University to students who are in debt to the University. The following is a list of recognized University obligations for students of the Faculty of Dentistry:

- tuition fees
- academic and other incidental fees
- residence fees and other residence charges
- library fines
- Bookstore accounts
- loans made by colleges, faculties or the University
- Health Service accounts
- unreturned or damaged instruments, materials and equipment
- orders for the restitution, rectification or the payment of damages, fines, bonds for good behavior, and requirement of public service work imposed under the authority of the *Code of Student Conduct*.

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

1. Official transcripts of record will not be issued.
2. Registration will be refused to a continuing or returning student.

Please note that payments made by continuing or returning students shall be applied, firstly to outstanding University debts and secondly, to current fees.

Petitions

See Petition section in Regulations Governing the DDS program.

Undergraduate Course and Program Appeals

1. Students may appeal to the Undergraduate Appeals Committee such decisions as have been made by a Standing Committee of Faculty Council or other academic entity of the Faculty.

2. Structure:

(a) The Undergraduate Appeals Committee has been established as the formal structure within the Faculty for the hearing of appeals. Within the Faculty, the final decision on an appeal rests with this Committee which reports to Faculty Council for information.

(b) A subsequent right of appeal is to the Academic Appeals Committee of the Governing Council. Such appeals must be filed within ninety days of the communication in writing of the decision of the Faculty appeal.

(c) The Committee is composed of 5 members; 4 faculty members and one student who is not in the same class. The Faculty Secretary is a non-voting ex-officio member. Its membership may be different for each appeal.

(d) For an appeal to be successful it must receive at least a majority of the votes of the voting Committee members. (Tie votes indicate the failure of the appeal.)

3. Procedures:

(a) If an appeal is contemplated, the student should consult the Faculty Registrar about the preparation and submission of the appeal.

(b) An appeal to the Undergraduate Appeals Committee must be filed with the secretary of the Committee (secretary to the Dean) within 14 days of the communication of the decision that is being appealed. The appeal shall: i) be in writing; ii) state the nature and grounds for the appeal, iii) be accompanied by any documents that will be used in support of the appeal and iv) indicate if the Appellant will be represented by counsel. Any further documents to be filed at the hearing must, at the latest, be furnished to the Committee two weeks before the hearing.

(c) Except in unusual circumstances, the appeal must be preceded by a submission of a petition to the appropriate Standing Committee of the Faculty (see 1 above). In the absence of a petition, permission to submit an appeal may be granted nonetheless by the Appeals Committee at the hearing of the appeal. In such a case, the reason(s) for the failure to submit a petition must be stated in the appeal and must be considered justified by the Committee in order for the appeal to proceed.

(d) A date, time and place will be set for the appeal to be heard and the Appellant will be notified as well as provided with any available information about the general format and procedures of the Committee.

(e) Students have the right to appear before the Undergraduate Appeals Committee, with or without legal counsel. If students intend to be accompanied by counsel this must be communicated at the time of submission of the appeal. If the Appellant, legal counsel or representatives of the Faculty do not attend the meeting, the Committee may proceed in their absence.

(f) Student have the right to call evidence and present arguments in person and/or through legal counsel.

(g) The Undergraduate Appeals Committee's written decision, together with a concise but complete statement of the reasons for the decision, will be sent to the appellant.

Appeals regarding School of Graduate Studies Courses and Programs

Graduate students may dispute substantive or procedural academic matters, including grades, evaluation of comprehensive examinations and other program requirements; decisions about the student's continuation in any program or concerning any other decision with respect to the application of academic regulations and requirements to a student.

In the case of dispute, students must first attempt to resolve the matter with the Instructor or other person whose ruling is in question. Should the matter not be resolved with the Instructor, and should the student wish to pursue the matter, the student must discuss the matter with the Graduate Coordinator or Associate Dean of Graduate Education.

Should such discussions fail to resolve the matter, the student may make a formal appeal in writing to the Graduate Department Academic Appeals Committee (GDAAC). The student must complete a Notice of Appeal to the GDAAC; a copy of this Notice is available from the Graduate Coordinator or Associate Dean, Graduate Education. This form must be completed and delivered to the Associate Dean of Graduate Education or the Chair of GDAAC within the specified timeline of 8 weeks from the date of the decision under appeal. The Chair of the Committee will determine, at his or her sole discretion, whether the appeal will proceed by way of an oral hearing and/or written submissions. In either case, the conclusion of the hearing and/or review of the written submissions, the GDAAC will make a recommendation to the Associate Dean of Graduate Education regarding the merits of the appeal. The Associate Dean of Graduate Education will then render the Department-level appeal decision.

The student may appeal the decision of the Associate Dean, Graduate Education by filing a Notice of Appeal to the SGS Graduate Academic Appeals Board (GAAB) within 8 weeks of the decision of the Associate Dean of Graduate Education.

This policy appears in the SGS General Regulations section of the 2022-2023 edition of the SGS Calendar.

UNIVERSITY REGULATIONS AND POLICIES LINKS

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms.

The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that each student has done so. The rules and regulations of the Faculty are listed in this calendar. In applying to the Faculty, the student assumes certain responsibilities to the University and the Faculty and, if admitted and registered, shall be subject to all rules, regulations and policies cited in the calendar, as amended from time to time.

All University policies can be found at: <http://www.governingcouncil.utoronto.ca/policies>

Those which are of particular importance to students in the Faculty of Dentistry are:

[Policy on Access to Student Academic Records](#)

[Code of Behaviour on Academic Matters](#)

[Code of Student Conduct](#)

[Standards of Professional Practice Behaviour for all Health Professional Students](#)

[Policy on Official Correspondence with Students](#)

[Policy on Academic Sanctions for students who have Outstanding University Obligations](#)

[Provosts Memorandum on Conflict of Interest and Close Personal Relations](#)

[Student Rights and Responsibilities](#)