AGD Protocol Guidelines

Protocol: A protocol course is another means of providing participation credit. The format consists of combination on site/in-office courses. Attendees are given credit for completing assignments while not under the direct supervision of an instructor, as well as for regular classroom attendance. The in-office assignments are typically hands-on work with patients, models, or devices. The program concludes with presentations of case studies by each participant to his/her peers. Program providers of this type of course must be approved by the Program Approval for Continuing Education (PACE) Committee. Ancillary materials regarding the "protocol" course must be reviewed by the PACE Committee along with an application for national program provider approval.

Participants will receive participation credit for the course only if they complete the in-office "homework" assignment and return to present the case study. Those who do not complete the in-office assignment can receive only the amount of lecture credit for time actually spent in the lecture portion of the course. It is up to the course director and clinician to decide the number of hours earned by the participant. If full credit is not given due to lack of preparation or from not doing the full project as assigned, the participant may be given the right to re-do the project to earn the remainder of the hours or accept less hours for this portion.

Logic, Expectations, and Requirements: The case presentation is an integral part of the Wolverine II program. Its purpose, for both pre-Fellow and pre-Master participants, is to develop the skills necessary to present information and treatment case development to professional and public groups and at the same time receive participation credit toward Mastership. Even though the Fellowship does not require "participation" credit, per se, it provides an excellent source for maximum credit hours in a variety of subjects as well as the educational experience of "presenting" to a group of your professional peers.

For combination on-site/in-office participation programs ("protocol" courses), the following requirements must be met:

1. The course director or course instructor must be a member of a faculty in an accredited dental program; or qualifications must be approved by the Dental Education Council.
2. Specific course objectives must be written for the protocol course.
3. A bibliography of current literature in the subject being taught should be assembled by the speaker giving the course. Alternately, if the instructor does not provide this bibliography, each participant of the class will provide an appropriate article to review.
4. The initial formal session(s) will include both lectures and demonstrations of the procedures to be studied. Demonstrations may be hands-on for the students, but do not have to be.
5. Participants will do whatever procedures they are studying on patients in their offices. They will complete records on these patients, which include the following:
   a. patient consent and release form;
   b. preoperative medical/dental history;
   c. preoperative radiographs, if indicated;
   d. preoperative mounted diagnostic cast, if applicable;
   e. preoperative photographs;
   f. preoperative dental charting;
   g. rationale for treatment being provided.

   During treatment, records will be kept to demonstrate:
   h. treatment rendered, materials, methods, etc.
   i. timing of the treatment plan, especially if multidisciplinary;
   j. mounted treatment casts, if applicable;

k. photographs of treatment in progress, if appropriate;
l. radiographs taken during treatment, if indicated.

Upon completion of treatment:
m. photographs of completed treatment;
n. postoperative radiographs, if indicated;
o. outcomes of treatment, both successes and failures.

6. After an agreed upon time needed to complete patient treatment, the group will re-convene with the course director/instructor. Utilizing records developed during treatment, each participant will make a complete case presentation of approximately 15-20 minutes to the group. The presentation must fulfill the assignment given and the documentation above (step 5). Following the presentation, the group will be allowed to challenge the presentation. The course director/instructor will critique each presentation and award credit appropriately.

The ideal person to hear the presentations is the person who gave the lecture. Therefore, if at all feasible, it should be the goal to have that person back for the presentation day. If it is impossible to have the speaker back due to illness or other unforeseen obstacles, the following options are available:

a. A local specialist in that field could be engaged to hear the presentations. That person should have heard the lecture, spoken to the lecturer, and/or reviewed the handout materials to prepare for the presentations.
b. A member of the faculty of a dental school who is either a specialist in that field or a GPR/AEGD instructor could be engaged to hear the students' presentations. This could be a full or part time instructor who attended the first lecture or has spoken to the original speaker, and/or has reviewed the handout materials.
c. The Mastertrack director who is preferably MAGD or ABGD and has had his/her credentials reviewed and approved by the DE council can review the presentations. A CV should be submitted to the council for this purpose. This person should have attended the original lecture. They should also be able to make comment and decisions without prejudice due to friendships, etc.
d. The presentations can be done electronically by CD sent to the original lecturer, reviewed and returned to the student. In this case, the presentations must be posted on an available website for the other participants to review. Hours awarded should be consistent with the time taken to review the website. They could also be done by live internet connection to the instructor with the class members present.
e. The presentations could be done at another venue, such as the AGD Annual Meeting where an appropriate person is available to listen to the presentations.

7. After all participants have presented their cases, a seminar session will be held during which the bibliography will be discussed as it relates to the cases that were presented.

8. It is highly recommended that the participants prepare their presentations in a power point format.

Because of the extended length of time between the lecture series and the presentation of the in-office case, the hours for this type of course may not be turned in for several months after the initial lecture. No hours may be turned in until all steps of the course are complete, because not all students may present a case. Even if all students do a presentation, they may not all receive the same number of hours for their effort.

The number of CE credits awarded for a protocol course should be based on the following formula:

1. Number of classroom hours for the initial session. (Lecture and demonstrations)
2. Up to, but not exceeding the same number of hours, may be added for the in-office "homework". Hours awarded for homework must be realistic for actual time it would take to complete and document the in-office assignment.
3. Number of hours in the classroom on return day for presenting and critiquing case presentation.

The total number of credits awarded for the course is 1+2+3 for those who returned to present their case. All of these credits may be considered 'participation'. If an individual does not return to present a case, the credits awarded will be less, and they will be only the hours actually spent in class at the lecture portions. The course director and clinician will determine whether and how much credit is given for step 2, homework, in each case.