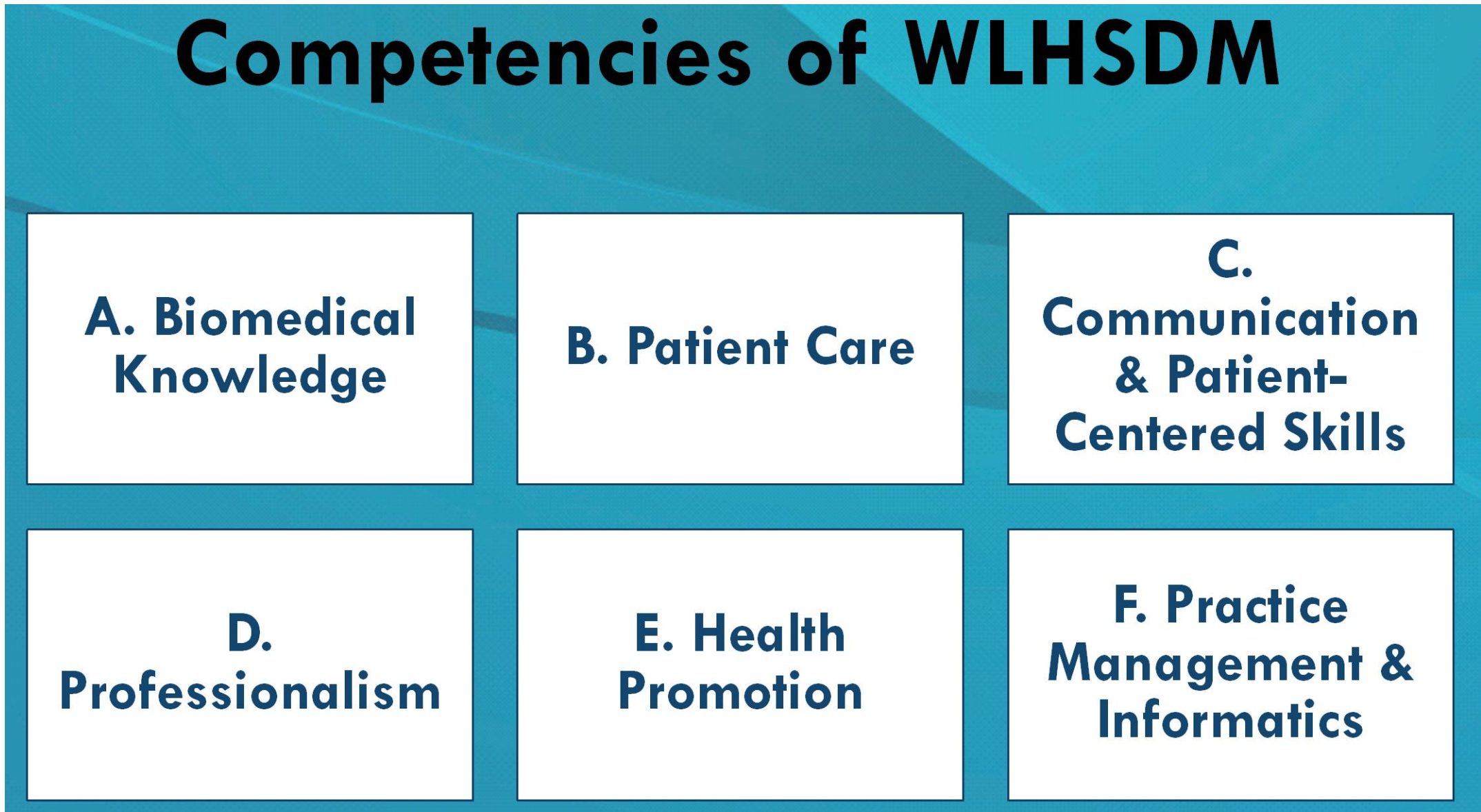


Introduction

CODA
Commission on Dental Accreditation

2-25 Graduates must be competent in assessing and managing the treatment of patients with special needs.

Resolution SH-2023 - ADEA Policy on Oral Health Providers' Education and Care for People with Intellectual and Developmental Disorders and Special Health Care Needs




HSDM Objective

To develop a **comprehensive and integrative curriculum** that equips dental students and professionals with the skills, knowledge, and empathy required to effectively manage and care for special dental care patients across the span of life.

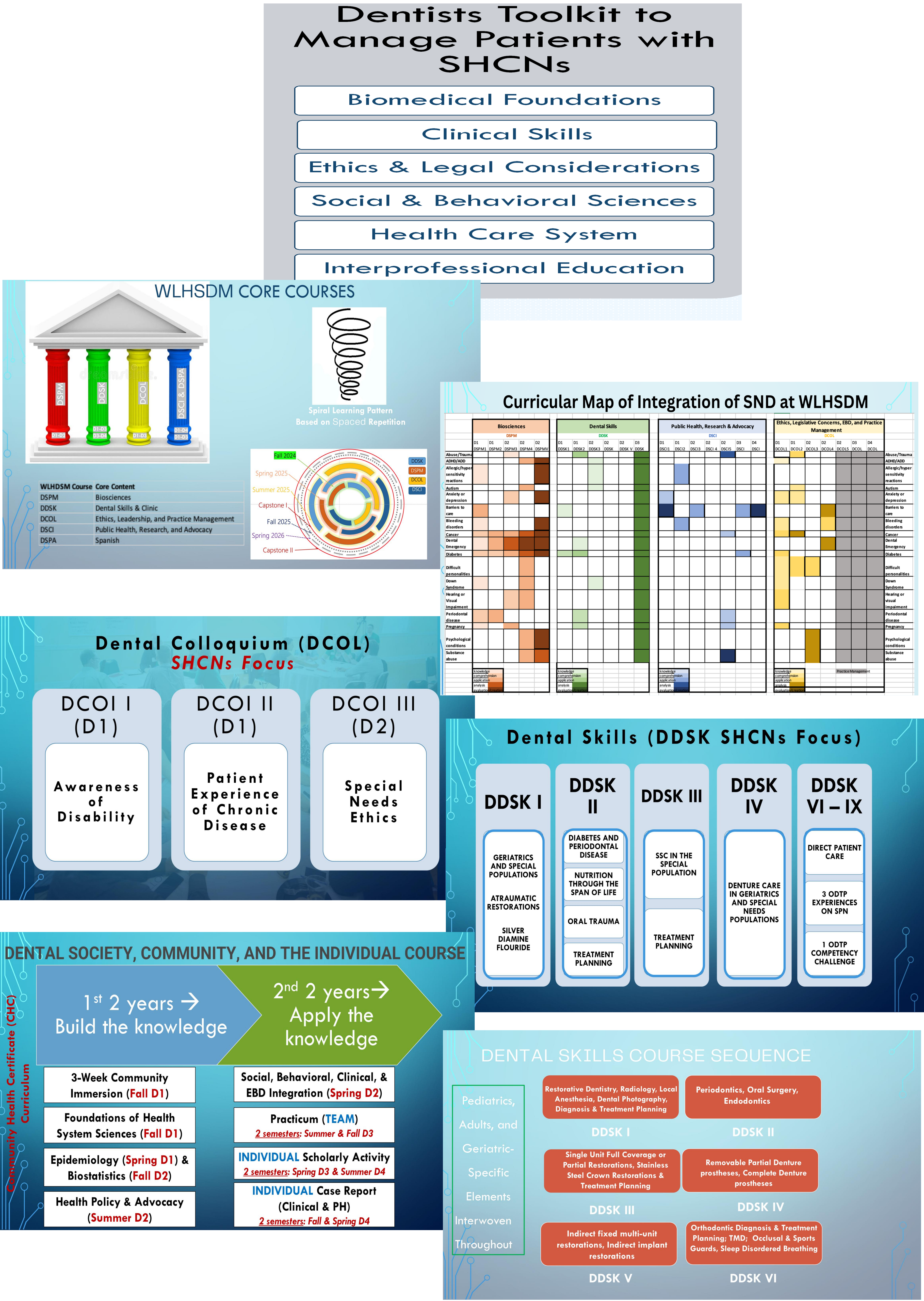
Current State and Need for Integration

Traditional Curriculum Limitations

- Disconnect between theory and practice
- Limited clinical exposure
- Teaching in silos



Curriculum Integration



Challenges, Opportunities and Strategies

- Challenges
- Resource Allocation
 - Faculty Training and Development
 - Curriculum Integration
 - Student Preparedness and Engagement
 - Logistical Issues in Clinical Placement
 - Cultural and Ethical Sensitivity

- Opportunities
- Enhanced Patient Care Quality
 - Interdisciplinary Collaboration
 - Professional Growth And Development
 - Community Engagement And Advocacy
 - Innovation In Dental Education

Strategies To Address The Challenge

- Balanced curriculum design
- Student engagement initiatives
- Securing funding and resources
- Ongoing faculty development
- Strategic clinical partnerships
- Cultural and ethical training
- What else?

Conclusion

By leveraging these strategies, the integrative curriculum for teaching special dental care patient management can effectively address challenges and maximize opportunities, ultimately leading to improved dental care for individuals with special needs and a more competent and compassionate workforce in the field of dentistry.

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