



The Karlsruhe Clinical Teachers Workshop

The prosthodontic educator is nurtured by both planned and accidental synergies between experienced role models, a scholarly professional milieu, and enlightened industrial support. These evolve into indispensable determinants of clinical scholarship—service to patients together with educational and research interests and commitments. Any compromise in this triad usurps the whole notion behind producing educators who recognize the merits of scientific methodology while never losing sight of their mandate to treat patients. Therefore, an ongoing fostering of young early career educators remains one of our discipline's priorities. This is a particularly urgent concern given the virtual anarchy in dental practice that resulted from the post-osseointegration era. Patients with challenging oral rehabilitation needs are no longer the exclusive responsibility of prosthodontists. A populist-driven "open season" replete with instant solutions continues to be manufactured by professional ambitions and commercially driven treatment panaceas. These are very challenging times for our discipline, as national specialty organizations continue their admirable and indefatigable struggles to articulate what is best for the public and their constituencies. High-caliber scientific meetings remain a major educational initiative as gales of change continue to blow away traditional demarcations between specialist and generalist clinical mandates. We must continue to learn and adapt to newer and more competitive practice demands if we are to survive, let alone excel. We must also remain grateful to our parent organizations for their vigilance and leadership on behalf of our specialty.

The American College of Prosthodontists is one of the strongest advocates for scholarship in the discipline. Its Continuing Prosthodontic Education program continues to target residents and early career specialists by preparing them for their specialty board examinations with annual update courses. I had the pleasure of participating once again in this year's Boston course—an outstanding review of all that is currently basic and salient in the field. The meeting was presided over by Kenneth Malament, a very committed and gifted colleague. I was reminded that implementing good ideas requires both leadership and resources, and that the required synergistic efforts would only yield desired results if the strategy continues to include both professional direction and unquestioned financial support from the enlightened industry. It was therefore gratifying to read that the course was generously supported by 3M ESPE, AstraTech Dental, and Procter & Gamble.



The International College of Prosthodontists does not enjoy the same membership size or fiscal resources as the ACP; however, its professional commitment is similar. Its biennial scientific meetings are of a very high quality, and its virtual absence of a strict political agenda lends itself to a strong sense of international solidarity and goodwill. The forthcoming September meeting in Fukuoka, Japan, under the co-presidency of Switzerland's Regina Mericske-Stern and Japan's Kiyoshi Koyano, should be one more example of the ICP's special appeal. Moreover, in the past year it has given unequivocal support to the *IJP's* initiative to launch the first International Workshop for Clinical Prosthodontic Teachers. The workshop was held at the Institute for Advanced Studies in Karlsruhe, Germany, over a 3-day period at the end of last October, and took place under the very capable auspices of the late Michael Heners and his academic partner Winfried Walther. It was led by a faculty that included selected senior educators from both sides of the Atlantic, and was attended by young scholars from Europe, North and South America, Asia, Australia, and the Middle East. The workshop aimed to reconcile best-evidence analyses of clinical information on the efficacy and effectiveness of prosthodontic interventions within the management context of specific assigned clinical scenarios. The latter took the form of 2 case histories, which were organized as teaching packages for all the participants and distributed before the workshop. The case histories reflected a broad and eclectic spectrum of challenges that regularly confront prosthodontic educators and practitioners. They were selected from the many case histories I assigned my residents during my teaching career. I was ably assisted in their preparation by Drs Emad Elsubeihi, Tuan Dinh, David Chvartzaid, and Kirk Preston.

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topics related to that afternoon's selected case history of a middle-aged man with severe wear of his dentition and complaints about his appearance and function. The presentations, with the presenter's name in parentheses, covered the following:

1. Tooth surface loss: causes and effects (John Hobkirk)
2. Vertical dimension of occlusion (Sreenivas Koka)
3. Endodontics and tooth retention (Shane White)
4. Surgical periodontal interventions: long-term outcomes (Ignace Naert)
5. Tooth wear and occlusion: friends or foes? (Nico Creugers)
6. Overdenture therapy and worst-case scenarios: alternative management strategies (Francesco Bassi)

The second morning's review topics also underscored that afternoon's clinical case history: an elderly, medically compromised, partially edentulous woman, who showed a self-evident shortened dental arch and extensively restored opposing arch, acute temporomandibular disorder, seriously impaired masticatory function, and secondary concerns about her smile. The presented topics were as follows:

1. Sequelae of partial edentulism (Steven Eckert)
2. Osteoarthritis/osteoarthritis in the temporomandibular joints (Pierre de Grandmont)
3. Cantilevers in dentistry (Aaron Fenton)
4. Gender-specific dental health issues and treatment considerations (Nicola Zitzmann)
5. Time-dependent intraoral ecologic changes and prosthodontic interventions (Regina Mericske-Stern)
6. Implant management of posterior partial edentulism (George Zarb)

Afternoon sessions saw participants break into 6 small tutorial groups, each led by 2 members of the mornings' faculty, to explore and debate the various treatment options for the case histories in the context of the mornings' review presentations. At the end of each of the 2 afternoon sessions, the entire group reassembled in an effort to seek a consensus on an overall pedagogic reconciliation of the days' discussions. These sessions were led by John Hobkirk and Sreenivas Koka, respectively. A delightful celebratory dinner, which included a short musical program, was hosted by our German friends in a very successful effort to enjoy each others' company in an informal manner. The dinner was held in an elegant restaurant renowned not only for its cuisine, but also because Napoleon Bonaparte stayed there en route to Moscow on his ill-fated military campaign.

The third and final morning was chaired by Terry Walton from Australia, who together with Martin Gross from Israel, participated actively in the workshop's deliberations as ICP observers. Three invited speakers presented short papers on diverse aspects of clinical prosthodontic research:

1. On diverse approaches to prosthodontic research: the case series approach to clinical research (Winfried Walther)
2. Where science fails prosthodontics (Michael MacEntee)
3. The evidence-based approach to prosthodontic practice and research (Asbjørn Jokstad)

The merits of available research and educational protocols to provide best clinical evidence for making informed prosthodontic decisions were reviewed and debated, and participants were requested to complete evaluation questionnaires regarding the workshop's objectives and merits. This was followed by a general discussion on collective young educators' concerns, followed by a conclusion to the workshop.

The entire pedagogic package from the workshop is presented in this issue of the *IJP*. My participating colleagues and I feel that its availability can be used as a clinical educational "moveable feast" for study sessions among any number of interested practitioners. It will be up to them to determine their preferred management strategies in the context of what was presented together with any additional background material.

The participants' evaluations of the workshop were highly appreciative. They both endorsed its objectives and ensured its success by virtue of their enthusiasm and commitment. The merits of biennial repeats of the format were strongly supported, and such a proposal will be presented to the ICP for their hoped-for approval at their next executive meeting. As a career clinical educator, albeit now a retired one, I believe that this is a special format that could offer enormous intellectual rewards for similar groups of early career academics—one more way of fostering and nurturing our future leaders and ultimately enriching the entire discipline, in a format that actively engages participants without commercial agendas. But it cannot be accomplished without consistent financial support. This first *IJP* educator-specific initiative became a reality only because of the altruism and generosity of the faculty involved. They and all of the other associate editors readily accepted my request for them to contribute their small, but in this context very meaningful, journal stipends over a 2-year period. Their generosity of spirit provided the required seed money to launch the workshop and made a very credible argument for additional support from Quintessence, the ICP, and above all, Nobel Biocare. The latter company has traditionally been a very strong and visible supporter of educational and research initiatives. Their continuing support for ventures such as this workshop is another strong reminder that scholarship pursuits as extensions of creative synergies need not threaten our professional integrity of purpose. These are the sorts of partnerships that can be united by an open-minded quest for producing more and better clinical educators.

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Editor-in-Chief

Workshop faculty

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George Zarb (Editor-in-Chief, *IJP*) and Michael Heners (Director, Institute for Advanced Dental Studies)

Faculty tutors and speakers:

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Nico Creugers (Netherlands)
John Hobkirk (UK)
Regina Mericske-Stern (Switzerland)
Ignace Naert (Belgium)
Winfried Walther (Germany)
Nicola Zitzmann (Switzerland)

From North America:

Pierre de Grandmont (Canada)
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Aaron Fenton (Canada)
Asbjørn Jokstad (Canada)
Sreenivas Koka (USA)
Michael MacEntee (Canada)
Shane White (USA)

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