iJMP ISSN: 2966-6864
International Journal of Maxillofacial Prosthetics
Published by DigitoPub | Digitodontics International Academy
DigitoPub
Open Access & Peer-reviewed
Indexed in: Crossref, ICI, Google Scholar

London, 3rd Edition of the International Workshop for Young Maxillofacial Prosthetic Educators (yMPE): Creating Networks and Sharing Knowledge

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ABSTRACT

The third International Workshop for Young Maxillofacial Prosthetic Educators (yMPE) was held April 22–25, 2025, at Guy's and St Thomas' NHS Foundation Trust in London, United Kingdom. Supported by the International College of Prosthodontists Education Grant Program, the workshop brought together 12 early-career educators to strengthen teaching, clinical supervision, research, and presentation skills. The four-day program combined expert lectures, clinical observation, case presentations, and practical sessions on digital technologies. Participants explored multidisciplinary care pathways for patients with head and neck cancer within the National Health Service and observed coordinated restorative dentistry and maxillofacial prosthetic services. Practical activities included maxillofacial data visualization, intraoral scanning and milling, and haptic simulation to support clinical teaching. Participant feedback highlighted the value of clinical exposure, digital learning, and coordinated patient care. The workshop provided opportunities to exchange experience across healthcare settings and build international professional networks, supporting continued collaboration in maxillofacial prosthetic education and research. (*Int J Maxillofac Prosthetics 2026;9:3-9*)

Keywords: Maxillofacial prosthetics, Dental education, Faculty development, Digital dentistry, Multidisciplinary care, international collaboration.

ARTICLE INFO

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DOI:
https://doi.org/10.26629/ijmp.2026.02

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AUDIOABSTRACT



How to cite this article | Rodriguez JM, Elbashti ME. London, 3rd edition of the international workshop for Young Maxillofacial Prosthetic Educators (yMPE): Creating networks and sharing knowledge. Int J Maxillofac Prosthetics 2026;9:3-9.

INTRODUCTION

The third International Workshop for Young Maxillofacial Prosthetic Educators (yMPE) was held April 22-25, 2025, at Guy's and St Thomas' NHS Foundation Trust in London, United Kingdom. The workshop was organized by the Department of Restorative Dentistry, the Academic Centre for Reconstructive Science, the Department of Maxillofacial Prosthetics, and King's College London. It was supported by the International College of Prosthodontists (ICP) Education Grant Program and sponsored by the International Journal of Maxillofacial Prosthetics (iJMP). The workshop aimed to strengthen young educators' specialized knowledge of maxillofacial prosthetics and establish an

international network for collaboration with colleagues in other dental and medical disciplines.

Maxillofacial prosthetics is a subspecialty of prosthodontics that provides prosthetic rehabilitation and therapeutic appliances for patients with congenital or acquired disorders, injuries, and defects of the head and neck. Although well established in developed countries, the subspecialty is less widely recognized in many developing countries.

Maxillofacial prosthetic specialists commonly work in medical or dental universities and hospitals, within departments such as restorative dentistry, head and neck surgery, plastic surgery, otolaryngology, and oncology. These settings provide access to treatment modalities that are not routinely available in general dental practice. Specialists also contribute to academic teaching and research across the field of maxillofacial prosthetic rehabilitation.

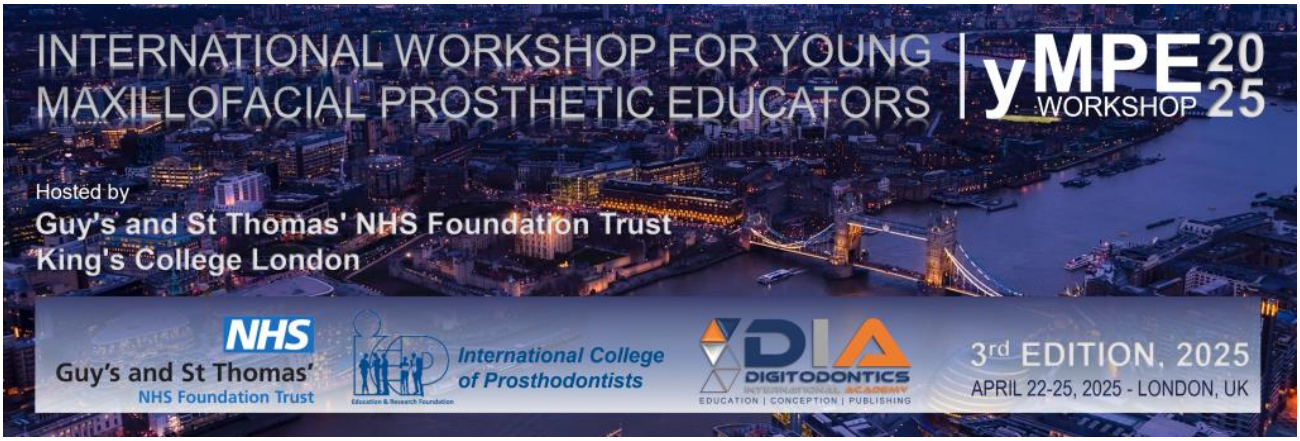


Fig. 1: The 3rd edition of the International Workshop for Young Maxillofacial Prosthetic Educators (yMPE) in London, UK.

Dr. Mahmoud Elbashti proposed the yMPE initiative in March 2018. The first workshop was held March 5-8, 2019, at Tokyo Medical and Dental University (TMDU), Tokyo, Japan.[1] The second was held March 7-10, 2023, at the same institution.[2] Both were supported by the ICP Education Grant Program. Each four-day workshop was limited to 12 young educators from around the world, with a 60% selection priority for educators from developing countries.[1,2]

A special Sydney edition in July 2024 extended the initiative to postgraduate prosthodontic participants from universities in Australia and New Zealand, emphasizing clinical supervision, teaching, publication, and digital technologies.[3] Building on these events, the London workshop continued the initiative's focus on teaching, clinical supervision, research, and international collaboration.

The workshop aimed to improve participants' teaching and presentation skills through intensive lectures and presentations delivered by experienced maxillofacial prosthetic educators. It also sought to strengthen clinical supervision skills through clinical observation and discussion of patients with maxillofacial defects, emphasizing treatment planning. Additional objectives were to develop skills in research methodology and critical appraisal through the review of journal articles on maxillofacial prosthetics and to introduce current digital technologies used in education, research, and patient care, with discussion of their applications and benefits.

INSTRUCTORS

The workshop was led by Dr. Jose Rodriguez and Dr. Mahmoud Elbashti. Dr. Rodriguez is a consultant in restorative dentistry at Guy's and St Thomas' NHS

Foundation Trust, where he treats patients with complex needs, including head and neck cancer, hypodontia, cleft lip and palate, and dentoalveolar trauma. As an honorary Reader at King's College London, he teaches and supervises junior dentists, prosthodontic residents, and NHS consultants in training. His research interests include head and neck cancer, quality of life, health inequalities, computer-aided design and computer-aided manufacturing (CAD/CAM), digital dentistry, and tooth wear. He manages five clinical services, including rehabilitation for patients with head and neck cancer.

Dr. Elbashti is the founder and principal organizer of yMPE and an adjunct lecturer in the Faculty of Dentistry at the Institute of Science Tokyo. He is also the director of Digitodontics International Academy and the founder and editor-in-chief of iJMP. He is a member of the ICP, the International Society for Maxillofacial Rehabilitation (ISMR), and Advanced Digital Technology in Head and Neck Reconstruction (ADT). His academic and clinical contributions focus on maxillofacial prosthetics.

KEYNOTE LECTURES

Professor Michael Fenlon delivered a keynote lecture on the role of prosthodontics in the care of patients with head and neck cancer. A consultant in restorative dentistry specializing in maxillofacial prosthodontics, he rehabilitates patients with defects resulting from cancer treatment, trauma, medication-related complications, and developmental conditions such as cleft palate. His experience in dental implantology informs his work with multidisciplinary teams in head and neck cancer, cleft palate, sleep medicine, and temporomandibular joint dysfunction. His research includes clinical trials and studies of treatment quality, patient outcomes, and quality of life following implant treatment, with findings published in peer-reviewed journals.

Professor Stephen F. Rosenstiel presented a keynote lecture on successful publication in peer-reviewed journals. He is Professor Emeritus of Restorative and Prosthetic Dentistry at The Ohio State University College of Dentistry, where he also maintains an intramural prosthodontic practice. As editor-in-chief of The Journal of Prosthetic Dentistry, he brought an editorial perspective to research communication and manuscript preparation. His professional roles include past president and secretary of the American Academy of Fixed Prosthodontics, with additional leadership positions in the Carl O. Boucher Conference, the Prosthodontics Group of the International Association for Dental Research, the John F. Johnston Society for Advanced Prosthodontics, and the Fixed Prosthodontic Section of the American Dental Education Association. He has received the Greater New York Academy of Prosthodontics Achievement Award and the American College of Prosthodontics Distinguished Service Award. He is also an author of Contemporary Fixed Prosthodontics, whose sixth edition was published in 2022, and has authored more than 200 scientific articles and abstracts, with research interests in the fracture properties of dental ceramics and dental esthetics.

Professor Trevor Coward delivered a keynote lecture on maxillofacial prosthetic education. With more than 30 years of experience, he is a professor and consultant in prosthetic facial rehabilitation, specializing in facial and body prostheses. His work supports children and young adults with congenital facial malformations, adults treated for oral cancer, and patients with facial trauma or war injuries. His research examines digital technologies for planning and fabricating prostheses, including computed tomography, magnetic resonance imaging, laser scanning, and stereophotogrammetry combined with CAD/CAM techniques to produce silicone facial and body prostheses. He also investigates computerized color formulation and spectrophotometry. He has published extensively in peer-reviewed journals, is a clinical research fellow at the Maxillofacial Centre in Edmonton, Canada, and holds the title of Honorary Clinical Professor at the

Prince Philip Dental Hospital of the University of Hong Kong. An additional 12 local instructors contributed lectures, hands-on workshops, practical exercises, and clinical demonstrations.

PARTICIPANTS

The workshop was limited to 12 young maxillofacial prosthetic educators, with a 60% selection priority for educators from developing countries. Eligible applicants were ICP members in the early stages of their careers, affiliated with educational or clinical institutions providing maxillofacial prosthetic education, research, or clinical services. Applicants submitted an application form, a curriculum vitae, and a statement of interest, which were reviewed by the authors. Twelve educators were accepted for the third yMPE workshop (Fig 2). The workshop covered five nights of accommodation, local transportation, lunch, and tea and coffee breaks.

The participants and their countries of origin were:

1. Dr. Armando Crupi, Italy.
2. Dr. Ashmita Ghosh, India.
3. Dr. Cheewin Towithelertkul, Thailand.
4. Dr. Jaehan Park, South Korea.
5. Dr. Kuan Yee Wong, Singapore.
6. Dr. Margaret Ndung'u-Mwasha, Kenya.
7. Dr. Muhamad Faizran Loo Szen Bin Fadly Loo, Malaysia.
8. Dr. Nafees Uddin Chowdhury, Bangladesh.
9. Dr. Pedro Molinero, Switzerland.
10. Dr. Tew In Meei, Malaysia.
11. Dr. Vinita Ved, India.
12. Dr. Wong Jin Lin, Singapore.



Fig. 2: Participants on the final day of the workshop receiving attendance certificates.

WORKSHOP PROGRAM

The four-day program combined lectures, clinical observation, practical exercises, and participant presentations (Table 1). It introduced the breadth of care for patients with maxillofacial defects, with particular emphasis on head and neck cancer. Guy's Hospital houses the Cancer Centre for South East London, providing an opportunity to observe the clinical care pathway within the United Kingdom's National Health Service (NHS). The program included two clinical observation sessions and three hands-on sessions addressing digital technologies used in clinical care, education, and research.

On the first day, lectures examined the structure of the NHS and cancer care in the United Kingdom. Contributors described the roles of clinical leadership, general management, nursing, sedation and special

care dentistry, oral surgery, prosthodontics, and maxillofacial prosthetics. A practical session introduced applications of maxillofacial data visualization.

The second day focused on maxillofacial prosthetic education and digital technologies. Sessions covered educational programs at King's College London, digital maxillofacial prosthetics, and the role of digital dentistry in prosthodontic education. Practical activities included intraoral scanning and milling, followed by hands-on exercises using haptic simulators.

On the third day, participants presented clinical cases they had treated in their home countries. These presentations provided opportunities for feedback on teaching and presentation skills and for comparison of clinical care pathways across countries. The program also included Professor Rosenstiel's lecture on successful publication and clinical observation in maxillofacial prosthetics.

On the final day, participants observed a head and neck cancer multidisciplinary team meeting and restorative dentistry cancer clinics. These sessions demonstrated how multidisciplinary planning and coordinated clinical services support patients throughout diagnosis, treatment, and rehabilitation.

Table 1. Program of the third yMPE workshop in London, April 22–25, 2025.

Day	Session and contributor
Day 1	The NHS and its structure; cancer care in the United Kingdom, Dr. Jose Rodriguez
	The role of a clinical director, Dr. Poonam Kalsi
	The role of a general manager, Ms. Olivia White
	The role of the head of nursing, Ms. Sam Salaver, MBE
	The role of sedation and special care dentistry, Dr. Yvonne Rooney
	The role of oral surgery, Dr. George Paolinelis
	The role of prosthodontics, Professor Michael Fenlon
	The role of the maxillofacial prosthetist, Ms. Caroline Reed
	Practical applications of maxillofacial data visualization, Dr. Mahmoud Elbashti
Day 2	Maxillofacial prosthetic education programs at King's College London, Professor Trevor Coward
	Digital maxillofacial prosthetics, Ms. Caroline Reed
	Digital dentistry and its role in prosthodontic education, Dr. Rupert Austin
	Intraoral scanning and milling, Mrs. Kate Orphanides and Mr. Paul Byford
	Hands-on haptic exercises, Dr. Rupert Austin
Day 3	Clinical case presentations, All participants
	Successful publication in peer-reviewed journals, Professor Stephen F. Rosenstiel
	Clinical observation in maxillofacial prosthetics, Clinical team
Day 4	Observation of the head and neck cancer multidisciplinary team meeting, Clinical team
	Clinical observation in restorative dentistry cancer clinics, Clinical team

OUTCOMES

The workshop introduced participants to the contributions of different specialties in the care of patients requiring maxillofacial prosthetic rehabilitation and to the coordination of these services within the NHS. Participants

learned from senior clinicians and educators and received local and national guidelines used in the care of patients with head and neck cancer.

Digital sessions addressed the visualization of maxillofacial defects and the fabrication of maxillofacial and intraoral prostheses. Clinical case presentations provided practical experience in communicating treatment decisions, while the research and publication components addressed the preparation and dissemination of academic work. Discussions also allowed participants to compare clinical approaches across countries with different resources.

Clinical observation included maxillofacial prosthetics and restorative dentistry sessions involving intraoral and extraoral prostheses. Participants also attended a multidisciplinary meeting at which more than 50 patients were discussed by representatives of more than 15 medical and dental specialties. This offered insight into the coordination of complex treatment decisions across specialties.

Participants observed the one-stop dental clinic model developed by the Department of Restorative Dentistry at Guy's Hospital for patients with head and neck cancer. The clinic sees more than 50 patients daily at different stages of diagnosis and rehabilitation. Its team includes consultants in restorative dentistry, prosthodontics, periodontics, and oral surgery; surgical and nonsurgical residents; junior trainees; dental therapists; dental hygienists; dental nurses; and clinical nurse specialists. By providing access to the required team members during a single visit, this model reduces the number of separate appointments patients need.

Participant feedback was positive regarding the organization and content of the workshop. Educators highlighted teamwork and the coordination of patient care at Guy's Hospital, as well as the use of haptic simulators and open-source software to visualize maxillofacial defects. They particularly valued observing clinical care within the NHS and discussing cases with patients and clinicians.

FUTURE DIRECTIONS

Maxillofacial prosthetic education helps prepare specialists with the knowledge, clinical skills, and professional judgment needed to rehabilitate patients with complex defects. As the number of graduates from recognized training programs continues to increase, ongoing development of young educators' teaching and clinical supervision skills remains essential. The yMPE initiative provides a forum for educators to exchange experience, build professional networks, and pursue collaboration in education and research.[1-3] Continued support for these activities can help strengthen training and improve patient care across institutions.

Future yMPE workshops could build on this foundation by establishing structured mentorship and opportunities for continued engagement between participants and experienced educators. Collaborative activities could include the development of teaching resources, discussion of complex clinical cases, and research involving multiple institutions. Greater emphasis on adapting digital technologies to different educational settings and resource levels would help participants apply their learning within their own institutions. Follow-up evaluations could examine how educators incorporate workshop content into teaching and clinical supervision, identify barriers to implementation, and guide the development of future programs. These activities would support continuity beyond the workshop and provide a clearer basis for assessing its longer-term educational value.

ACKNOWLEDGEMENT

The authors thank the clinical, laboratory, nursing, and administrative staff at Guy's Hospital and King's College London for their support in delivering the workshop.

The workshop was made possible by funding from the ICP Education Grant

Program of the International College of Prosthodontists.

Conflicts of Interest

The authors declare no conflicts of interest.

CRediT authorship contribution

Both authors contributed equally to the conceptualization and design of the article; acquisition, analysis, and interpretation of the material; drafting and critical revision of the manuscript; and approval of the final version for submission.

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Video 1. Overview of the yMPE Workshop 2025 held in London. "To access the video, download the PDF file and open it using a PDF reader that supports embedded multimedia content".