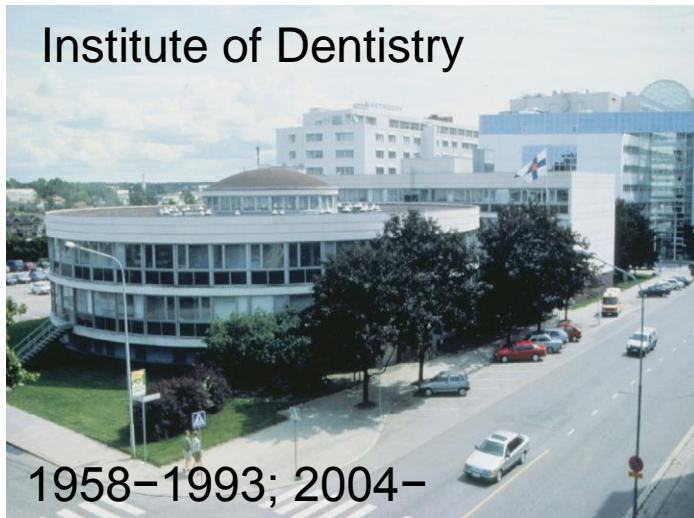


Institute of Dentistry



Designing an innovative dental curriculum - inspirations and challenges

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March 27, 2014, Helsinki

3.4.2014



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The process of designing a new dental curriculum



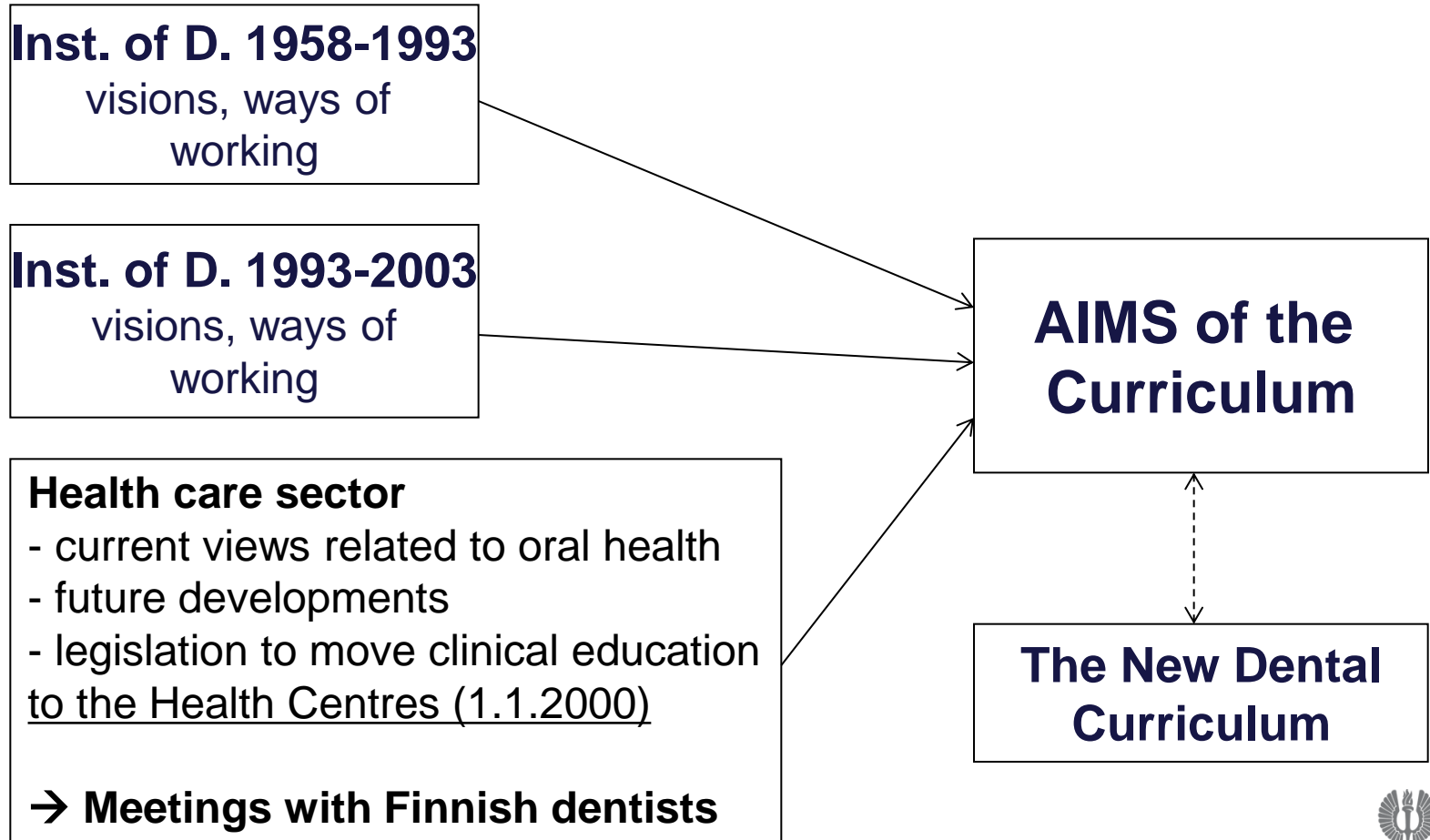
Planning teams

The Curriculum Planning Team:

a voice towards the Faculty and an umbrella for three sub-teams

- Biomedical education team (years 1-2)
- Theoretical education team (years 1-5)
- Clinical education team (years 3-5)

A New Dental Curriculum – How to start?



Heritage from the old curriculum

- Preventive dentistry
- Holistic approach to dentistry

Message from Finnish dentists

- Communication skills
- Need of medical knowledge
- Holistic approach to dentistry

Dental Education at the Crossroads:

Challenges and Change, *MJ Field*, editor. The National Academies Press 1995

New developments in oral health care and dental education

Earlier

- Clinical training in university dental institutes
- Dentistry – loosely connected with medicine
- Numerical clinical requirements
- Treatments based on different disciplines
- Limited working environment
- Ethics in patient-dentist relation

From 1990→

- Clinical training within public health care system – outreach placement
- Dentistry – an integral part of medicine
- Competence based clinical requirements
- Comprehensive treatments without borders of disciplines
- Multidisciplinary team work
- Ethics of health care

How to integrate dentistry into medicine?



A dental module integrated within the biomedical context

- to help self-identification as future dental professionals,
- to see dentistry in the context of medical thinking
- aroused curiosity among medical students

Competence based curriculum

1. What knowledge, skills and professional values should the graduating dentist have?
(competences)
2. What learning experiences will enable dental students to acquire these competences?
(teaching methods)
3. How do dental school staff know that students have attained these competences?
(assessment)

*Hendricson and Cohen, 75th Anniversary Summit conference,
American Association of Dental Schools, 1998, pp 1-26,*



Tuning projects in Dentistry

Phase One: DentEd I (1997–2000)

Phase Two: DentEd Evolves (2000–2003)
closing meeting in Dresden

Profile and Competences for the European
Dentist (publ. 2005)

Phase Three: DentEd III (2004–2007)

ADEEE 1975 - cont



Profile and Competences for the European Dentist (PCD), 2005

7 domains (areas) of competences

- professionalism
- communication and social skills
- knowledge base, information handling and critical thinking
- ⇒ • health promotion
- clinical information gathering
- diagnosis and treatment planning
- establishment and maintenance of oral health

Competence levels in PCD

be competent at:

a sound theoretical knowledge and
adequate clinical experience

have knowledge of:

a sound theoretical knowledge and
limited clinical experience

be familiar with:

a basic knowledge, but need not have
clinical experience



Old curriculum, Finnish Society
Research

Profile and Competences for the
European Dentist

Competences

Core analysis
Design of modules &
Assessments

Core analysis
Design of modules &
Assessments

Core analysis
Design of modules &
Teaching methods

Learning outcomes

Learning outcomes

Learning outcomes
of modules
Assessments

- knowledge
- skills
- attitude



Poster-show to increase involvement

Core analysis
Stand 1

One stand for each
of 10 terms

Competences
Stand 12

Posters were
available for
comments
(post-it notes)
for a month.



Major
competences
of 7 domains



Inspirations and challenges

3.4.2014



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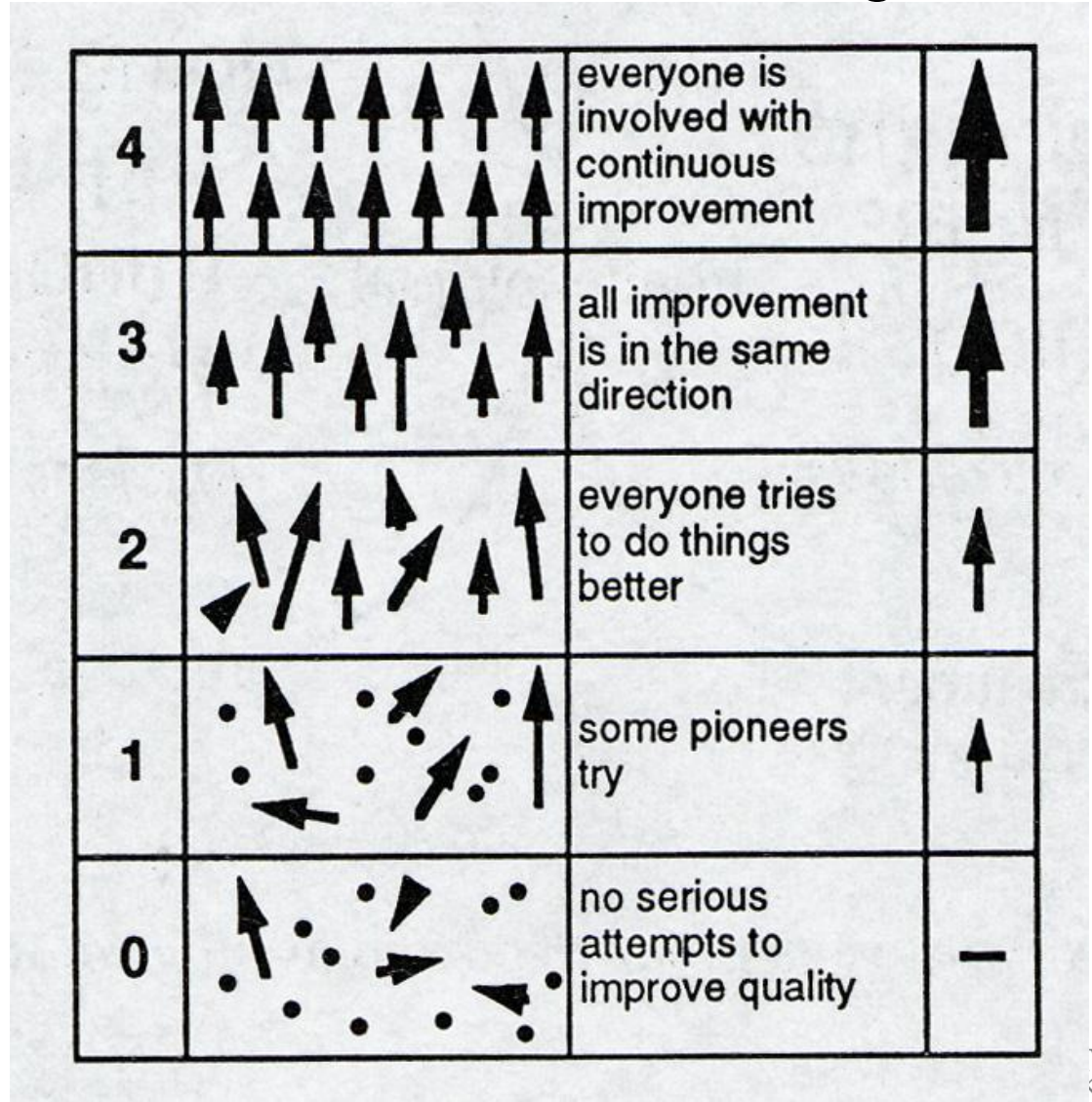
Inspiration:

level 4: PCD integrated in the organization

level 1: PCD as a tool

Picture adopted from Euro Qual in Orthodontics

PCD can work as a quality tool, it shows the direction to go



Inspiration: PCD assessment

- A questionnaire for final-year students to assess their views on the major competences of PCD
- Three questions of each statement:
 1. importance of the statement
 2. how well the statement was covered in the curriculum
 3. my own competence on the statement

Inspiration: The Modules are grouped according to the specialities

Public Health / Diagnostics

Clinical Dentistry

- cariology,
- pedodontics
- periodontology
- prosthetics
- TMJ physiology...

Oral and
maxillof.
surgery

Orthodontics

Challenge: to increase "Integrated modules"

Learning outcomes

Inspiration: Student oriented, increase transparency, easy to describe when learning can be observed by students' end behavior

Challenge: May be problematic or limited in more complex learning processes

”Too strictly predefined learning outcomes limit teachers' autonomy and may decrease the quality of teaching.” – Prof. Erno Lehtinen, UTU

Inspiration:

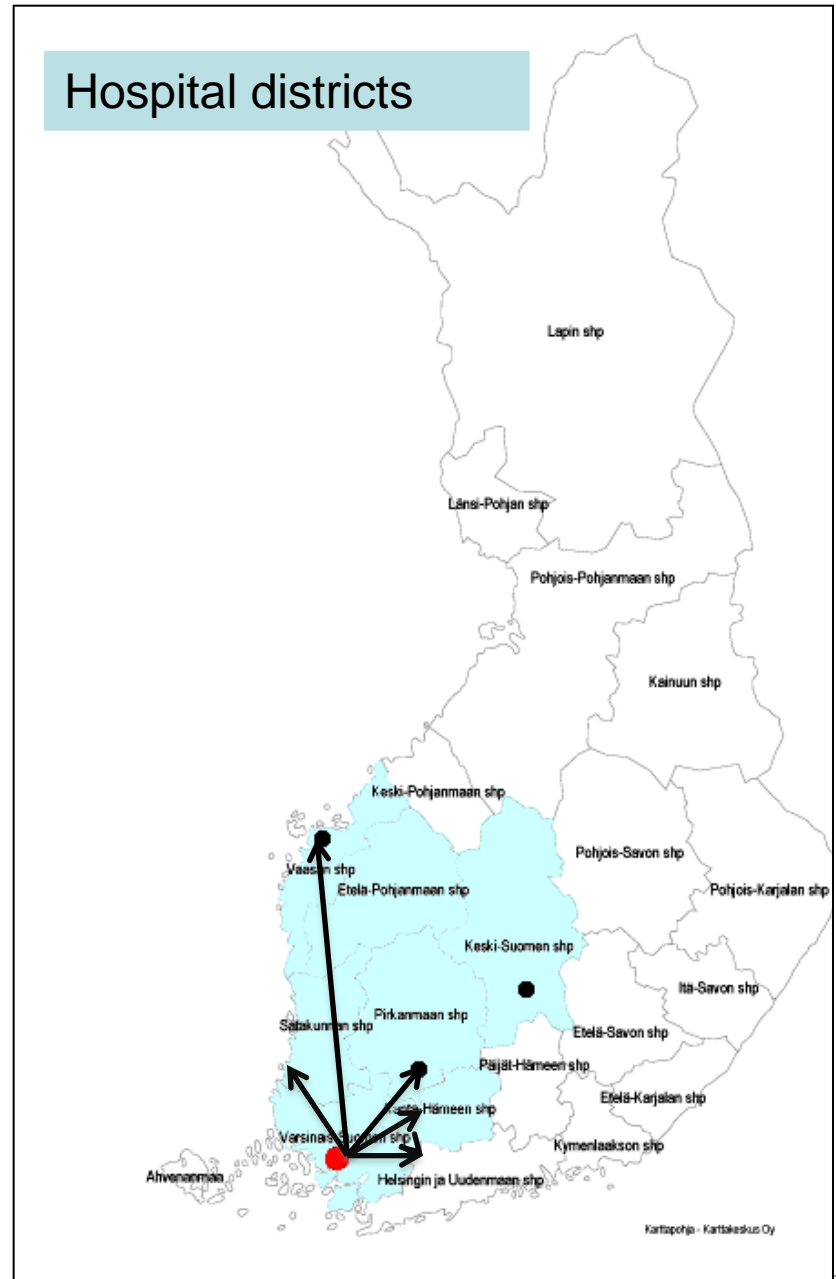
Outreach placement to the Health Centres outside Turku

- during the terms 8 or 9
- 3 days of a week for about one term
- currently 17 students in 6 outreach places

Challenge:

Increased work-load, good communication skills

Hospital districts



Student guidance and assessment

Inspiration: IRJA

Moodle based programme for the clinical education

- to invite the clinical teachers to chair-side
- serves also for feed-back between students and teachers and for an information bank for students

Challenge: none

Student guidance and assessment

Inspiration:

- Each student belongs to a teacher tutor group of 10 students from day one to graduation
- The focus is on students' growth into health care professionals and well-being of students

Challenge:

increased work-load for teachers

Student guidance and assessment

Inspiration: OSCE

At the end of the 8th term to test students' competence to work as dentists during their last summer holidays

Testing consists of two parts, 1-2 weeks apart:

1. Theoretical test – to verify students' knowledge
to ***do the right things***
2. OSCE – to verify students' competence
to ***do the things right***

Student guidance and assessment

Inspiration: MINI Congress

Final year students organize

- each student presents his/her elective (advanced) project (10 min +5 min)
- presentations are prepared as part of their oral presentation course
- in each session two students are as chairpersons

Challenge: timing

Student guidance and assessment

Inspiration: Ergonomics for final-year students

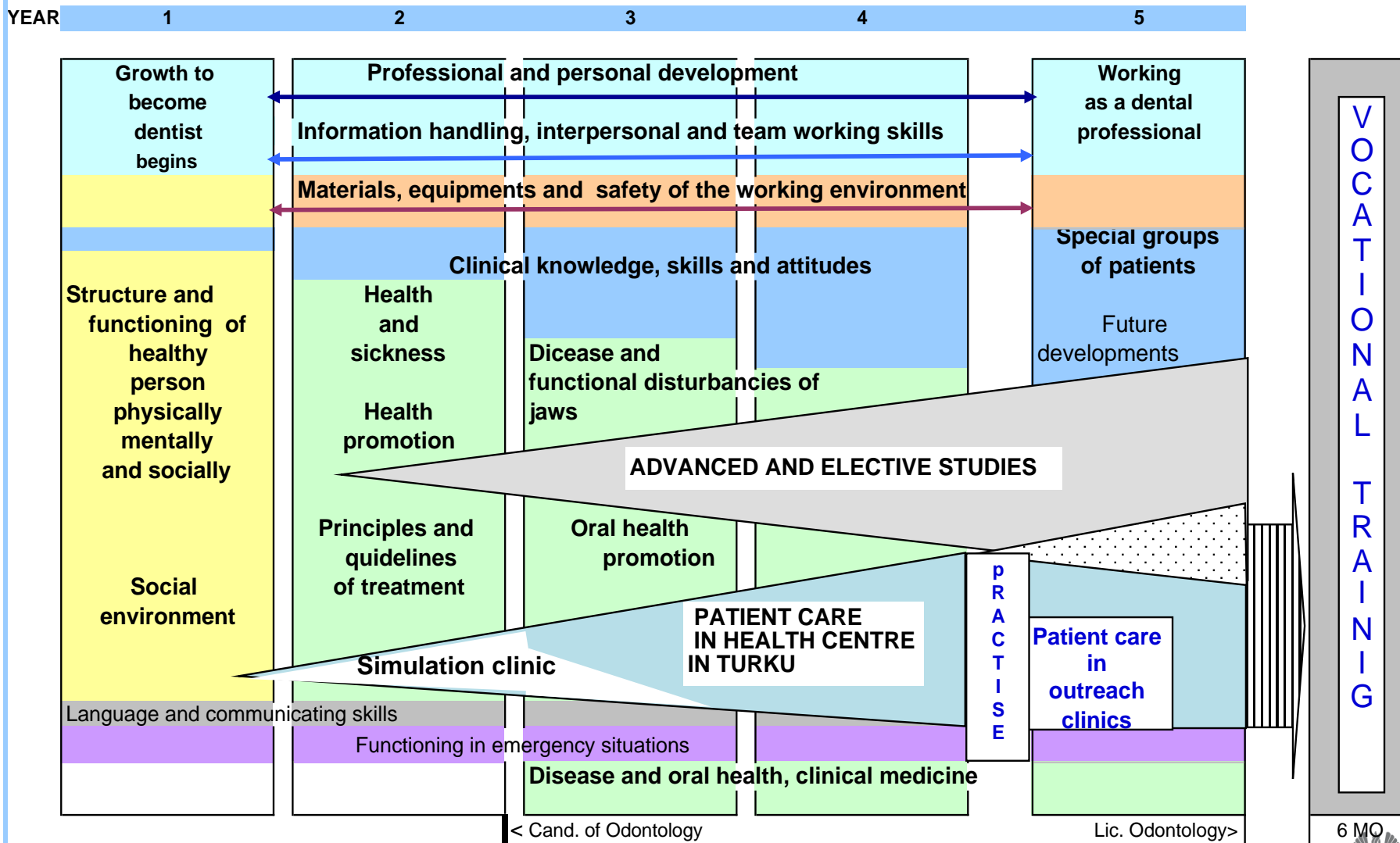
Students from the Institute of Physiotherapy

- record with a video camera the final-year dental students in a clinical working situation
- conduct a fitness test for each student
- prepare a personal fitness program for each student

Challenge: Institute of Dentistry has to pay a small fee to the Inst. of Physiotherapy



NEW DENTAL CURRICULUM AT THE UNIVERSITY OF TURKU



VOCATIONAL TRAINING

