

Curriculum Reform Evaluation - A dental perspective

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Curriculum Reform Evaluations

Curriculum

- ∞ Totality of experiences which are afforded to students which enable them to achieve the educational objectives set

HKU Dental Curricula

1980 to 1994 (4.3 years Small Group Teaching (SGT))

1990 to 2002 (5 years SGT)

1998 to ?2016 (5 years PBL)

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PBL Curriculum in Dentistry

- ∞ Full PBL
- ∞ No hint of hybridity
- ∞ Integrated
- ∞ Student centered
- ∞ Collaborative

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HKU Dental Curricula

1980 to 1994 (4.3 years Small Group Teaching (SGT))

1990 to 2002 (5 years SGT)

1998 to ?2016 (5 years PBL)

2012 to ????? (6 years ???)

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Curriculum Reform Evaluations

Do we produce graduates capable of dealing appropriately with the oral health care needs of Hong Kong?

- ∞ Do the graduates meet our expectations (assessments)
- ∞ Graduates perceptions of their preparedness for practice
- ∞ Views of employers

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“Comparisons are odious”

Sir John Fortescue (c1394 – 1476)

Christopher Marlow (1564 – 1593)

Miguel de Cervantes Saavedra (1547 – 1616)

John Donne (1572 – 1631)

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**Dental PBL Curriculum –
comparisons with Traditional (SGT)
curriculum**

- ∞ Changed objectives
- ∞ Developed revised competences
- ∞ Changed assessments

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Curriculum Reform Evaluations

Dental PBL Curriculum – comparisons with SGT curriculum.

Traditional Comparisons

- ∞ Passing rates
- ∞ Drop-out rates
- ∞ Fellowship exam results
- ∞ Uptake of further studies

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Curriculum Reform Evaluations

Dental PBL Curriculum – comparisons with SGT curriculum.

Traditional Comparisons

- ∞ Passing rates – assessment systems changed
- ∞ Drop-out rates – always low, no change
- ∞ Fellowship exam results – anecdotally better
- ∞ Uptake of further studies – always high, indicator of what?

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PBL Curriculum Objectives

- ∞ Self-evaluation, continuously assessed
- ∞ Life-long learning (CPD schemes now available)

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Graduates views on preparedness for practice

- ∞ 1985 – 1994 (Corbet & Davies 1990. *Evaluation of the outcomes of an Undergraduate Course in Dentistry. Journal of Dental Research* **69**:1099)

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Do dental graduates of the University of Hong Kong (1997-2001) perceive themselves prepared for dental practice?

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ABSTRACT **Objectives.** To determine how well prepared dental graduates of the University of Hong Kong perceive themselves to be for dental practice, and to identify variations in self-perceived competencies. **Methods.** A postal questionnaire was sent to dentists who graduated from the University of Hong Kong in the last 5 years of the faculty's previous curriculum (1997-2001). This questionnaire incorporated a standardized and valid measure of self-perceived competencies in dentistry (59 items), and some questions about the dentists' career. **Results.** The overall response rate to the study was 45% (104/230). Most respondents felt well prepared about 'bread and butter' aspects of dentistry: general patient and practice management, and conservative dentistry. Nonetheless in certain areas they felt poorly prepared: over 90% felt unprepared in some aspect of oral and maxillofacial surgery, particularly in performing soft-tissue biopsies (87%). Over 80% did not feel well prepared in aspects of orthodontics, particularly performing full-arch alignment (84%). Over 80% felt not well prepared in aspects of oral rehabilitation, particularly in the ability to treat with implants (74%). In the area of periodontology, over 60% felt ill prepared in performing periodontal surgery. **Conclusion.** In general, dental graduates of the University of Hong Kong feel well prepared for dental practice. There are nonetheless many aspects of dental practice where graduates feel ill prepared. These issues should be addressed through appropriate postgraduate training, continuing professional development courses, and continual development

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Employer evaluations

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Innovative aspects of the new 5th year BDS curriculum in Hong Kong

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Summary

In 1990, partially in response to the UK's proposal of a one-year vocational training, the BDS course in Hong Kong was extended from four years and one term in duration to a full five-years. The 5th year curriculum was intended to be as close to vocational training in nature as possible. The Board of Multidisciplinary Studies on the BDS 5-Year Curriculum was set up one year prior to the implementation of the course. The course was enthusiastically received by both students and teaching staff. The most successful and innovative aspects of the course included the new Family Practice Clinic, the elective programme where all students visited overseas dental institutions and the documentation of cases using log books in the final comprehensive examination. A post examination questionnaire validated the success of the programme.

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Dentists View on Dental Education

If the graduates did not have to do all that we had to do then they cannot possibly be as good as us.

Reasoning / problem-solving

Learning new skills / approaches

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Discussion

- ∞ What are appropriate curriculum reform evaluations?