



U21 Health Sciences



The University of Hong Kong

Notes - U21 Dentistry Meeting - The University of Hong Kong, November 15-16, 2009

Decontamination Procedures in U21 Dentistry Schools

The first session of the meeting was chaired and presented by Edwin Yen (UBC) and comprised a general discussion and overview of decontamination procedures in U21 Dentistry Schools.

Major issues identified included dental clinic operations and routine and crisis management (e.g. in relation to SARS, H1N1). Discussion on patient management systems focused on regulations for data storage, fee structures at dental hospitals, and approval processes for student procedures.

Other issues identified included educational goals in terms of graduate competency and continuing education for practitioners; and research, including unit waterline disinfection, and electronic equipment interfaces (keyboards, touch screens etc.).

It was agreed that U21 Dental Schools would forward decontamination procedure manuals to Lorraine for a comparative analysis and reporting at the 2010 meeting at Tec de Monterrey.

2009 Meeting of the Association of Dental Education in Europe (ADEE)

A web conference link to the University of Birmingham followed on from the first session, and Damien Walmsley and Deborah White reported on outcomes of the meeting of the Association of Dental Education in Europe (ADEE) held in Helsinki in August 2009, and attended by 400 delegates.

It was reported that the major theme of the meeting was Life Long Learning and Continuing Education. It was noted that two major ADEE projects were life long learning and facilitating closer ties to Africa involving twinning of a Tanzania dental school with a Finnish university.

As the Chair of 'Task Force 1: Competencies from Dent Ed III (2004-2007)', Damien provided a profile of ADEE, including its linkages to the International Federation of Dental Educators and Associations (IFDEA) and to WHO Dental Officers. It was noted that IFDEA is not well funded and is largely reliant on the American Dental Education Association (ADEA). It was noted that ADEE is an advisory (not legislative) body that provides guidelines only and that any dental school is able to request an ADEE visitation for recommendations according to the principles of DentEd, the 3-phase EU-funded thematic network on dental education. It was also noted that whilst IFDEA was not fully recognized by other dental education organizations, it did have a well-established visitation process in place, involving peer review and self-assessment.

International Dental Student Peer Review Project

Karen Gardner (UBC) provided an overview of this project including developments to date. The project is designed to promote BLOG format dialogue with a view to promoting dental student global citizenship by enabling collaboration between dental students internationally, utilizing the diastemas.com web platform. Karen reported that regional funding was being sought to enable sustainability for the web platform. It was noted that the First Annual Workshop for diastemas.com participants was held at UBC in 2008 and involved the concept of a four tier learning community comprising 'Lurkers', 'Novices', 'Regulars', and 'Elders'. Karen also reported on a grant submission to fund a new project between UBC, Sydney, Melbourne and Birmingham on cariology. During the ensuing discussion, Karen highlighted that the global citizenship process whilst promoting excellence, was primarily focused on learning by communication sharing.

Michael reported on assessment and development of a future undergraduate dental peer review project at Melbourne where currently students participate in BLOG without undertaking assignments. It was noted that a better option might be involve final year students focusing on procedures more critical to their academic progress. It was reported that HKU had begun full implementation of the initiative this year, with 52 students and involving letters of introduction, a reflective assignment and BLOG as per the UBC format but with locally devised critical requirements. It was noted that HKU students could use their final viva case as a formative process for sharing with UBC and that this matter would be followed up with UBC Dentistry's Jim Richardson and HKU Dentistry's Mike Botelho. Susan suggested that a new project could involve running simultaneous PBL sessions between two dentistry schools for the same case and it was noted that UBC and HKU would look at multi-literate capabilities and establish a Wiki using www.pbworks.com.

Forensic Odontology e-learning project

Michael McCullough (Melbourne) reported on this project involving the University of Melbourne and the University of Birmingham. Professor John Clement (University of Melbourne) visited the Dental School at the University of Birmingham for one week during June 2009. He presented a lecture on the recent Victorian Bushfires in Australia to the school, emphasising the contribution that forensic odontology had made to the identification of the 173 people killed. He also had several meetings with Dr Giles Perryer to discuss strategies for developing e-learning modules for the teaching of Forensic odontology across the U21 consortium. This took into account that whilst forensic odontology is a very important aspect of dentistry in the 21st Century, not all schools have staff for whom this is their principal area of expertise. It was decided that a series of short teaching modules be developed drawing upon a lecture programme developed by John over the last 20 years. Approximately 20 themes are to be illustrated ranging from "how to conduct oneself at a scene of crime" through to "interactions with the legal profession" and "identification of the deceased using dental records". Each module is intended to be interactive following in the footsteps of the successful pilot run at the University of Birmingham. Currently, John is extracting the illustrations required for the modules and will annotate them using software called "Screenflow". The annotated images will be sent to Dr Perryer in 2010 for their transformation into inactive learning modules that will be largely "stand-alone" and will not require a high level of forensic experience on the part of teachers for their administration, as they are intended for self-directed learning.

International mobility - the changing face of an elective dental programme

Philip Newsome (HKU) reported on electives introduced in 1994 to expose HKU dental students to alternative approaches to teaching and the delivery of dental care as part of their final BDS V assessment, involving presentations of their experiences abroad, and including discussion of the host institution's curriculum, and personal reflections in terms of patient demographics, cultural experiences and meeting new colleagues. It was noted that students undertaking the electives which spanned a three week period around Chinese new year, generally paid their own expenses albeit that financial assistance was available to those in need. Philip also reported that students were starting to undertake electives in more remote, third world locations that often enabled them to experience more hands-on clinical work.

Other areas of discussion relating to mobility included the summer electives in North America that were offered outside the curriculum at UBC. The current restrictions and registration policies in place in Australia, Canada, Hong Kong and the United Kingdom relating to overseas-trained dentists was highlighted as a major issue limiting international mobility. Discussion also focused on dual degree arrangements, e.g. post graduation electives to gain a double degree and the right to practice in a partner country, recognizing that this would involve reciprocity agreements between licensing authorities.

U21 United Nations Millennium Development Goals (UN MDGs) and U21 Dentistry

Michael McCullough provided an overview of the activities and plans of the UN MDG Steering Committee and the UN MDG student advisory body. It was noted that, to date, a case-study template has been developed by the University of Hong Kong; interprofessional exemplar PBL case studies had been devised by University of Melbourne and Tec de Monterrey colleagues; and students at HKU and Tec de Monterrey had produced videos. In addition Kendall Ho has videos of UN MDG stakeholders responding to questions provided by the students. These materials form the core UN MDG course content, for use as a template or resource by interested schools around the U21 network. It was noted that a web platform was already in place and would be further developed, and that a global health curriculum survey would be undertaken in 2010 to facilitate cross-fertilization and benchmarking.

Michael reported that a case study involving dentistry and/or a dentistry component was needed and that a UN MDG workshop was scheduled on 1st and 2nd February 2010 at the University of Hong Kong. It was noted that the UN MDG working group at HKU Dentistry comprising Susan Bridges, C H Chu, Colman McGrath and May Wong would be attending the UN MDG workshop in February 2010. A suggestion was that the current UN MDG resources could be disseminated via Medportal.

Next U21 Dentistry meeting at Tec de Monterrey

It was agreed that a report on the 'Transcultural education project' was required at the meeting in September 2010 and that there should be a workshop conducted on International Peer Review.

Potential new projects

Discussion focused on a project involving synchronous PBL using web conferencing and interactive whiteboards, and also extending the diastemas website to include international peer formative feedback on preparations for final year viva cases.

Edwin Yen and Susan Bridges

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