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Skills in assessing the professional literature (SAPL): A 7-year analysis of student EBD performance

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Purpose: The primary goal of this project was to describe the level of knowledge acquisition using detailed test performance outcomes of the EBD SAPL curriculum over its first 7-years of implementation at the NYU College of Dentistry. A secondary goal was to compare performance outcomes impact of the full 60 h base SAPL curriculum as taught to 4-year DDS student's vs. an abbreviated 30 h base SAPL curriculum as taught to 3-year advanced placement DDS students.

Methods: The findings for the period 2004–2010 are reported for 1647 dental students (63.6% 4-year DDS students, 36.3% 3-year advanced placement DDS students). The database consisted of the score earned by each student on each individual question of the SAPL course's 4 h final examination in which each student read an original research article and answered all questions on the literature analysis form.

Results: The major findings were overall high performance by both groups of students (SAPL exam scores of 85.8 vs. 83.7 respectively) as well as very similar outcomes between these two student groups on: 1) recognizing research design elements and on interpreting those design elements for clinical application, 2) detailed performance of knowledge within the specific five traditional sections of research articles and 3) detailed performance across 18 identified research design topics.

Conclusion: In conclusion, both course formats appear to be highly effective for their respective student groups, but should not be interpreted as evidence favoring the shorter format given the different characteristics of the two student groups.

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Surgical approaches to speed up orthodontic treatment in adults

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Decision making in resolving ethical dilemmas is the act of choosing between a number of alternatives that can either be of a pure perceptive process, a pure reasoned process, or (preferably) by combination of both processes. The ultimate objective of this workshop is to address obstacles that hinder the process of resolving ethical issues that face dental practice and provide a framework for decision-making that healthcare providers can use. This workshop would be of interest to practitioners in the health care professions who seek to update their skills as decision makers with respect to the ethical perspectives of the encountered problem. The workshop will be composed of a lecture, discussion board based on a group of presented cases studies. As a community of inquiry, we will be learning from one another. This will be an interactive, conversational class for two hours that requires active participation of workshop members. At the end of this workshop participants will be able to understand the process of problem solving from identifying and structuring the problem, looking for possible solutions via brain-storming, implementation of the decision and lastly monitoring and reviewing the outcomes of problem solving over a period of time. The workshop will also cover aspects related to standardizing ethics education in dentistry some tips that would help dentists construct ethics coursework that is relevant to the day-to-day practice of dentistry.

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