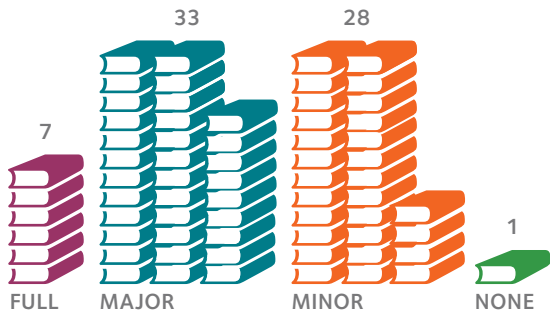


Predoctoral Dental Education Programs: Curriculum Format, Content and Experiences

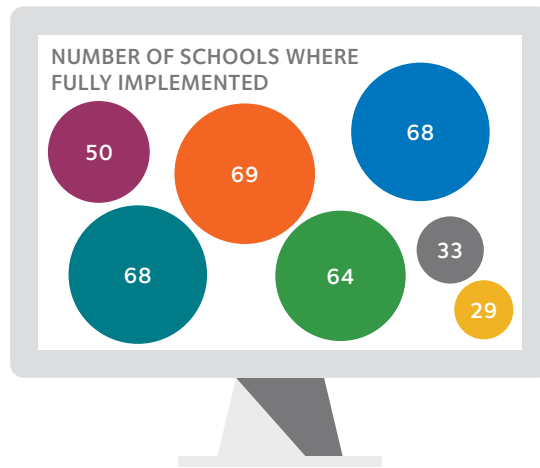
DENTAL SCHOOLS accredited by CODA describe their curricular integration, technologies, educational methodologies, and student experiences.



DEGREE OF CURRICULAR INTEGRATION*

All but one dental school reported some degree of curriculum integration for their predoctoral programs, 33 of which described the degree as “major” and 28 as “minor”.

*The curriculum is organized around themes or threads of inter-related topics taught by interdisciplinary teams of faculty (e.g., an organ-based or systems-based structure) rather than being organized around the traditional disciplinary boundaries.



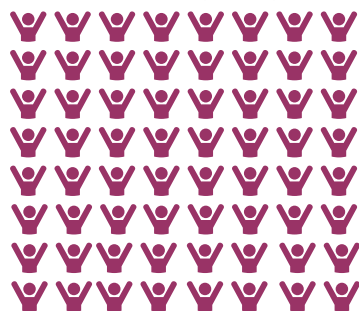
- Lecture Capture
- Learning Management System
- Required Laptop/Mobile Devices
- Electronic Health Records
- Digital Textbooks and Manuals
- Advanced Simulation
- Digital Radiography

TECHNOLOGICAL SOLUTIONS SUPPORTING THE CURRICULUM Dental schools employ a variety of technological solutions to support the curriculum, some of which are more commonly used than others. Nearly all or all have fully implemented electronic health records, learning management system, and digital radiography.



UTILIZATION OF EDUCATIONAL METHODOLOGIES Use of blended courses, audience response systems, and online evaluations is nearly unanimous among dental schools, but asynchronous distance education is somewhat less common.

COMMUNITY-BASED PATIENT CARE: 64 (92.8%)



SERVICE LEARNING: 60 (87.0%)



REQUIREMENT OF SERVICE LEARNING AND COMMUNITY-BASED PATIENT CARE EXPERIENCES Most dental schools require both types of experiences as part of their curriculum.

MAJOR (30)



MINOR (55)



SITES FOR PROVIDING COMMUNITY-BASED CARE

Most dental schools have minor educational activity sites; fewer than half have major sites.

Source: American Dental Association, Health Policy Institute, Commission on Dental Accreditation 2021-22 Survey of Dental Education: Report 4 – Curriculum