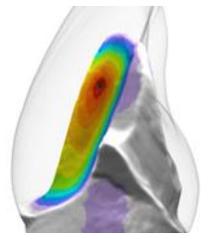


Association of Science Educators in Dentistry (ASEiD)

(formerly ABSTD)

September 2019



President's Message

I hope all members have had good summer and feel rested and ready for the new academic year to begin. The last year has been a busy one of the group. I am acutely aware that I have not played as big a role as hoped due to unforeseen events here in Dundee. As such I am for ever grateful to Jon and Paul keeping the Association moving forward. Cardiff was a great success and was greatly enjoyed by all and we need formally to thank all the team there led by Rachel Waddington. The ADEE meeting was clearly a big success and attendance at the ASEiD session very encouraging. As we approach the beginning of the new academic year may I wish you all great success with the new students and satisfaction with the work you have done to support the students moving on to other parts of the programmes. I look forward to seeing you all in the Southwest in the Spring.

Mark Hector

Our Name

Following extensive discussion, we have agreed to change our name to the Association for Science Educators in Dentistry (ASEiD). However, although this has been discussed, a motion to agree to this change has yet to be put to an Annual General Meeting of the Association for final approval. Therefore, although we are using the name ASEiD, we have, for the time being, to continue to use the ABSTD on some of our documentation..

Spring Meeting – Cardiff 2019

This meeting was hosted by Cardiff Dental School in April 2019 and was themed around

'Bringing Research into Dental Teaching'.

Following a welcome by Alastair Sloane, Head of the School, Damian Farnell and Rhiannon Jones, both from Cardiff, discussed the application and benefits of Flipped Learning in Oral Healthcare Education. Lynne Bingle from Sheffield considered the importance of engaging dental students in research, and emphasised the desirability of offering high performing Dental students the possibility of breaking their studies to complete an additional, science based intercalated Bachelors degree before returning to complete their clinical programme. However, schemes of this sort were only effective if there was an infrastructure in place to give these individuals appropriate support. Alex Cresswell-Boyes from QMUL then described his work developing realistic tooth models using 3d printing for educational purposes. Finally, Wayne Ayre from Cardiff discussed some of the challenges of using student research projects to foster an interest in Dental materials. He emphasised that project work was better suited to the later years of a programme when students were better placed to contextualise this activity but he flagged the challenge of finding projects and supervisors for all students involved.

Some interesting issues were raised in discussion. In the UK for example there are numerous opportunities for Clinical or Bioscience based Masters programmes to be taken after graduation. These may provide learning opportunities for those unable to take an intercalated Degree but wished to do so.

Jon Bennett

Future Meeting

The Spring Meeting of the Association will be hosted by Plymouth University in April 2020 themed around '*Integrated Teaching and Assessment in Biomedical Science for Dentistry*' - details to follow

European Meetings

The Spring Meeting of the Association will be hosted by Plymouth University in April 2020 themed around '*Integrated Teaching and Assessment in Biomedical Science for Dentistry*' - details to follow

Association of Science Educators in Dentistry (ASEiD)

ADEE 2019 (CHARITÉ – UNIVERSITÄTSMEDIZININ, BERLIN)



Didactic presentation and 'breakout' session at the ASEiD sponsored Workshop on 'Interprofessional Education' showing the ASEiD logo in the background.

ADEE 2019 took place from August 20th-23rd, at a venue embedded in medical history, having given rise to Koch's postulates, Virchow's triad, Langanbeck's surgical retractor and many other major advances and innovations. The meeting, themed around *'Equipping our Students to be Dentists of the Future'*, was forward looking. Speakers such as Klaus Sjöberg (Malmö) emphasised the importance of being aware of, and adapting to the evolving pattern of human disease. Falk Schwendicke (Berlin) and Brett Duane (Dublin) introduced a discussion on sustainability in Dentistry. They argued that change must take place to ensure surgeries, practices and procedures become environmentally sustainable. Although not explicitly stated, education in the biomedical sciences has a pivotal role in both areas.

ASEiD was privileged to have a presence at the meeting as co-sponsors of a Workshop entitled *'Interprofessional Education (IPE) in Core Knowledge Based Areas of the European Dental Curriculum'*. This was extremely well attended, and generated lively discussion around topics of great importance to the presentation of the biomedical sciences in dental curricula. It was particularly gratifying to note that the Workshop rested heavily on presentations from colleagues

early in their careers including student delegates from both European and North American schools. In planning this Workshop, the convenors were informed by discussions which took place at the joint ADEA/ADEE meeting in London in 2017 (Davis et al. 2018. V22 Supp 1. pg10), and comprised both didactic and group sessions. The Workshop opened with Alex Coleman from the University of Leeds giving an overview of IPE, building on work which formed the substance of a review published in the BDJ in 2018 (V225(3). pg 257).

This overview set the scene for Irina Dragan (Associate Professor) and Kalp Jathani (4th Year Dental Student) from Tufts University, Boston MA who gave an overview of IPE at their institute. Despite a very positive institutional approach to IPE from the Dean downwards, implementation of an IPE programme had proved challenging because of the competing demands of financial and timetabling pressures and the challenge of delivering an equivalent IPE opportunity to a large cohort of students.

A paper in the Journal of Dental Education pointed out that the most common areas for IPE either involved shared teaching between dental and dental therapy & hygiene students or involved students and/or faculty from partner medical schools (Formicola et al. 2012. JDE. V76(9). pg 1250)

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With this in mind Louise Belfield (Plymouth) reviewed a Dental Therapy & Hygiene programme in which the first year was fully integrated with the parallel BDS programme. DTH students found the year particularly challenging they were very positive about the experience and valued the opportunity learn alongside dental students as equal team members. Despite the challenges they were quite emphatic about not wanting this aspect of their programme changed.

In contrast, information on shared teaching in biomedical sciences for early years dental and medical students is sparse, despite the fact that this is reported to take place to a varying extent in >30% of Dental schools. Information is often anecdotal, based on conversations with Faculty members, review of school websites and so forth and seems to be mixed. Some schools, notably in the US, deliver integrated programmes to first year medical and Dental students which have been specifically designed to foster shared learning as part of a move towards holistic 'whole patient' associated healthcare. In contrast, other schools had found shared teaching between Dental and Medical students to be challenging and difficult to deliver, often leaving the dental students feeling somewhat disenfranchised. Given the close relationship of Dentistry to Medicine and the overlap between Dental and Medical

REQUEST FOR INFORMATION

It has proved difficult to obtain an overview of the scope of shared teaching between Dental and Medical students in the early years of European dental curricula. If your school does have a common first year for medical and dental programmes I would be grateful if you could let me know at jon.bennett@plymouth.ac.uk.

Thank-you in anticipation.

programmes, the paucity of research in this area is surprising. IPE between Dental and Medical students appears to be something of a neglected area that urgently needs researching.

In the third part of the session, Mike Daldry, Sumeet Sandhu and Maria Stevenson, 3rd year Dental students from Plymouth University, presented a framework for the design and implementation of IPE programmes developed as part of their own IPE engagement and invited staff and students from other schools to join with them in collaborations designed to validate it.

Discussion in breakout sessions considered issues applicable to the earlier presentations but, in the end came round to highlighting some generic issues applicable to many forms of IPE and not necessarily specific to IPE and the Biomedical Sciences. If an IPE programme is to be successful, all staff need to buy into it. It needs to be contextualised to real world problems faced by the participating groups and its effectiveness needs to be evaluated over a protracted period to ensure its longevity. When dealing with diverse groups, differences in prior experience and qualifications may be barriers to successful IPE. Many of these problems can be overcome with staff training and student briefing.

Finally, the Convenor would like to thank the Co-convenors, Louise Belfield, Clare McIlwaine, Jane Collingwood and Daniel Zahra for their help in preparing and running this workshop, and to ADEE for giving us the opportunity to do so.

In conclusion, the meeting raised many issues which demand further exploration. We hope that ADEE may continue to provide a forum in which this can take place.

Jon Bennett

If you would like to comment on material presented in this Newsletter, or would like to contribute to future Newsletters, please contact the Editor at jon.bennett@plymouth.ac.uk.