Predoctoral Dental Education Programs: Curriculum Format, Content and Innovations

DEGREE OF CURRICULAR INTEGRATION*
All but two dental schools reported some degree of curriculum integration for their predoctoral programs, 29 of which described the degree as “minor” and 29 as “major”.

*The curriculum is organized around themes or threads of interrelated 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.

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

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 and digital radiography.

Utilization of educational methodologies

- **Online evaluation of student learning:** 64 schools
- **Blended courses:** 57 schools
- **Audience response systems:** 57 schools
- **Online courses (synchronous):** 35 schools
- **Distance education (asynchronous):** 23 schools

**Requirement of community-based patient care experiences**
Most dental schools require community-based patient care experiences as part of their curriculum.

- **Yes:** 59 (89.4%)
- **No:** 7 (10.6%)

**Sites for providing community-based care**
Most dental schools have minor and/or optional enrichment/observation sites for community-based patient care, fewer than one-third have major sites.

Source: American Dental Association, Health Policy Institute, 2018–19 Survey of Dental Education: Report 4 – Curriculum

For more information, visit ADA.org/HPI or contact the Health Policy Institute at hpi@ada.org.