

REGULATIONS FOR THE DEGREE OF BACHELOR OF DENTAL SURGERY (BDS)

These regulations apply to students admitted to the BDS curriculum in the academic year 2010-2011 and thereafter.

(See also General Regulations and Regulations for First Degree Curricula)

D1 A candidate for admission to the curriculum leading to the award of the Degree of Bachelor of Dental Surgery must show evidence satisfactory to the Board of the Faculty of Dentistry of the ability to understand and profit from the learning experiences to be undertaken.

D2 To be eligible for admission to the degree of Bachelor of Dental Surgery, a candidate shall

- (a) comply with the General Regulations and the Regulations for First Degree Curricula; and
- (b) complete the curriculum and have been assessed as having made satisfactory progress in learning and attainment of proficiencies throughout the First, Second, Third, Fourth and Final Years of the curriculum.

D3 The curriculum shall extend over not fewer than five years, including ten academic semesters and such inter-semester learning periods and vacations as may be prescribed, and shall include all assessments as may be prescribed by the Board of Undergraduate Studies. Candidates shall not in any case be permitted to extend their studies beyond the maximum period of registration of eight academic years.

D4 To complete the curriculum, all candidates shall complete the following studies to satisfy the requirements of UG5 of the Regulations for First Degree Curricula, in addition to the Professional Core learning in Dentistry prescribed:

- (a) 6 credits in English language enhancement;
- (b) 3 credits in Chinese language enhancement¹; and
- (c) 12 credits of courses in the Common Core Curriculum, selecting no more than one course from each Area of Inquiry.

D5 Candidates shall select Common Core courses in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of each semester. Changes to the selection of Common Core courses may be made only during the add/drop period of the semester in which the course begins, and such changes shall not be reflected in the transcript of the candidate. Requests for changes after the designated add/drop period of the semester shall not normally be considered unless supported by the Director of Common Core Curriculum. Candidates withdrawing from any University courses without permission after the designated add/drop period shall be given a fail grade.

D6 To complete the curriculum in Dentistry, all candidates shall follow the Professional Core in Dentistry and complete the requirements of UG5 of the Regulations for First Degree Curricula as prescribed in the syllabuses and shall have been assessed as having made satisfactory progress in assessments and tests of competences throughout. The Professional Core in Dentistry includes, but is not limited to, learning in the biomedical sciences relevant to Dentistry, behavioural and social sciences related to Dentistry, professional dental practice and clinical dental sciences.

¹ Candidates who have not studied Chinese language during their secondary education may be exempted from this requirement and should take an elective course in lieu, see *Regulation UG6 of the Regulations for First Degree Curricula*.

D7 Self assessment, peer assessment and tutor assessment are used throughout the Professional Core to help each candidate in the evaluation of his or her progress in self-directed learning. Candidates shall be assessed in each semester and during inter-semester periods. Assessment may be conducted in any one or any combination of the following manners: written assignments, tests and examinations; problem-based evaluation exercises; continuous assessment of learning progress and performance; practical and clinical assessments, including tests for the attainment of proficiencies; laboratory work, field work, research and project reports; oral examinations and presentations; or in any other manner as specified in the syllabuses.

D8 Assessments are conducted throughout the Professional Core (both during semesters and inter-semester periods) and are not only conducted at the end of each semester.

D9 Credit-bearing learning activities, or components thereof, in which a candidate is given a fail grade or in which a candidate has been assessed as having failed to make satisfactory progress, shall be recorded on the transcript of the candidate.

D10 Candidates who fail to complete satisfactorily, or who fail to make satisfactory progress in the Professional Core or the UG5 required studies in any academic year may be required to sit a re-assessment or repeat a year of study in the manner specified by the Board of the Faculty or be recommended for discontinuation of study. Candidates who are required to repeat a year of study may be required to continue learning in parts of the Professional Core or the UG5 requirements in which they have been assessed as having made satisfactory progress. In such an event the assessment outcomes obtained in both years shall be recorded on the transcript of the candidate.

D11 Before a candidate may be considered to have completed the degree curriculum in Dentistry, the candidate concerned shall bring evidence that he or she will have completed his or her twenty-first year of age by June 30 of the calendar year in which the assessment of his or her progress in learning and tests for his or her attainment of proficiencies are due to finish.

D12 Candidates who are unable, because of illness, to be present for any assessment exercise may apply for permission to present themselves at a supplementary assessment to be held before the beginning of the First Semester of the following academic year. Any application for such permission shall be made on the form prescribed within two weeks of the first day of the candidate's absence from any assessment exercise. Any supplementary assessment shall be part of that academic year's assessments, and the provisions made in the regulations for failure at the first attempt should apply accordingly.

D13 Advanced standing may be granted to candidates in recognition of studies completed successfully elsewhere before admission to the University. The amount of credits to be granted for advanced standing shall be determined by the Board of the Faculty, in accordance with the following principles:

- (a) at least half the number of credits of the degree curriculum normally required for award of the degree shall be accumulated through study at this University; and
 - (b) under the provisions in Statute III.5, a minimum of two years of study at this University shall be required before the candidate is considered for the award of the degree.
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D14 The degree of Bachelor of Dental Surgery may be awarded with Honours. A list of candidates with the award of Honours shall be posted on Faculty notice boards.

SYLLABUSES FOR THE DEGREE OF BACHELOR OF DENTAL SURGERY (BDS)

These Syllabuses apply to students admitted to the 5-year BDS curriculum in the academic year 2010-2011 and thereafter.

A. PROGRAMME AIMS AND NATURE

The degree curriculum in Dentistry is an integrated programme in which the study of biomedical sciences, behavioural and social sciences as well as professional practice relevant to Dentistry forms the foundation for and continues alongside the study of clinical dental sciences.

Programme level learning outcomes and competences expected of a graduate from the undergraduate curriculum of the Faculty of Dentistry, The University of Hong Kong, are listed below.

University Aims and Programme Level Learning Outcomes

University Aim 1: To enable students to develop capabilities in pursuit of academic / professional excellence, critical intellectual enquiry and life-long learning

By the end of the BDS programme, students should be able to:

- Access, critique and synthesise relevant evidence from multiple sources in order to make appropriate clinical decisions for patients' oral health care;
- Demonstrate knowledge and understanding of the complex interrelationship between the biomedical, clinical dental, behavioural and social sciences in oral health care.

University Aim 2: To enable students to develop capabilities in tackling novel situations and ill-defined problems

By the end of the BDS programme, students should be able to:

- Identify key issues related to a newly encountered clinical dental situation, activate prior knowledge and integrate new information in order to manage the situation;
- Handle unfamiliar problems in a confident and professional manner.

University Aim 3: To enable students to develop capabilities in critical self-reflection, greater understanding of others, and upholding personal and professional ethics

By the end of the BDS programme, students should be able to:

- Evaluate their own and their team's strengths and weaknesses in their professional situation as oral health care providers;
- Respond to patients in an empathetic manner, recognizing their individual characteristics, perceptions and emotions.

University Aim 4: To enable students to develop capabilities in intercultural understanding and global citizenship

By the end of the BDS programme, students should be able to:

- Identify and respond to the socio-cultural factors that influence oral health in local and international community contexts;
- Demonstrate positive attitudes towards people with diverse cultural and social backgrounds when educating patients and other health care personnel about aetiology, prevention and management of oral diseases and disorders.

University Aim 5: To enable students to develop capabilities in communication and collaboration

By the end of the BDS programme, students should be able to:

- Demonstrate the ability to communicate ethically, sympathetically, and effectively with patients, peers and other health care providers;
- Work independently as well as in teams across academic, professional and clinical contexts.

University Aim 6: To enable students to develop capabilities in leadership and advocacy for the improvement of the human condition

By the end of the BDS programme, students should be able to:

- Apply leadership skills in the effective management of oral health care teams;
- Contribute to their profession through supporting the work of professional organisations;
- Recognize and act upon their responsibility to the community and the profession in working towards improved oral health and general wellbeing in the community;
- Advocate for the recognition of oral health as an integral component of general health and wellbeing.

Competences

BDS graduates are expected to have acquired competences in the following domains:

- (a) Professionalism;
- (b) Ethics and jurisprudence;
- (c) Communication;
- (d) Knowledge base and information handling;
- (e) Patient assessment and diagnosis of disease;
- (f) Treatment planning;
- (g) Delivery of oral health care;
- (h) Management of dental and medical emergencies and complications arising from the delivery of oral health care;
- (i) Oral health promotion and health education; and
- (j) Oral health care in the community of the HKSAR and China.

B. PROGRAMME STRUCTURE

Learning takes place through problem-based learning tutorials, self-directed study, seminars, demonstrations, practical classes, field trips, ward teaching and supervised clinical care for patients, with a limited number of key topic sessions to supplement the learning opportunities listed above. Whenever practicable, students are assigned to small groups for defined modules of learning.

The degree curriculum extends over five academic years and is divided into ten semesters and the inter-semester periods. The degree curriculum thus consists of the **Professional Core** relevant to Dentistry **and the requirements specified in UG5** of the Regulations for First Degree Curricula. The Professional Core consists of three types of credit-bearing activities. These are *Integrated Semesters (IS)* of which there are two per year, *Clinical Skills Blocks (CSB)* of one to two month's duration and *Integrative Projects (IP)* which are dedicated cross-curricular projects conducted across the final years. Each credit-bearing learning activity is coded from DENT1001 – DENT5031. The UG5 requirements consist of English language enhancement (CAES1301 & 1302), Chinese language enhancement (CDEN1001) and Common Core courses.

Learning outcomes are written for each year of the curriculum to guide students in their study. Detailed schedules are provided for each semester and inter-semester/clinical skills periods. These, and further specific instructions to students, are made available by the Faculty Office, 6/F, Prince Philip Dental Hospital and via the student Learning Management System.

Self-assessment, peer assessment and tutor assessment are used throughout the Professional Core to help each student in the evaluation of his or her progress in self-directed study. Formal assessments are conducted in each of the ten semesters and during inter-semester periods.

Attendance is required for tutorials, seminars, demonstrations, practical classes, field trips, ward teaching and clinical care sessions. A satisfactory performance in formal assessments and learning generally, including oral health care delivery for patients, is required for continued progress throughout the Professional Core to graduation.

Students are provided structured guidance for and access to learning resources throughout the Professional Core.

First, Second, Third, Fourth and Fifth Years (Professional Core)

The First and Second Years focus on learning of the biomedical sciences and the behavioural and social sciences relevant to Dentistry. It does not cease at any stage throughout the degree curriculum. Use is made of problems, scenarios and cases relevant to Dentistry to stimulate the learning in four designated knowledge domains: biomedical sciences relevant to Dentistry, clinical dental sciences, behavioural and social sciences related to Dentistry and professional dental practice. As progress is made up to the Fifth Year, exposure to the clinical dental sciences and professional dental practice progressively increases and reinforces the knowledge base in biomedical, behavioural and social sciences.

Biomedical Sciences Relevant to Dentistry

The topics of gross topographical anatomy, microanatomy, oral anatomy, neuro-anatomy and pre-natal and post-natal developmental growth of head and neck structures will be studied. The basic principles of biological and biophysical chemistry, including biologically active molecules, metabolism, oral tissue function and immunology, are studied. Cellular and tissue physiology in so far as they help in the understanding of body systems are studied. An understanding of the principles of drug action, with emphasis on those drugs encountered in dental care delivery, is fostered.

Paper cases/problems trigger learning of basic pathological processes – tissue injury and healing, inflammation and infection, tumour growth and immunology – relevant to Dentistry. The behaviour and role of microorganisms in the causation of human diseases relevant to Dentistry are studied. The principles and practice of medicine in the management of human diseases relevant to Dentistry are studied and learning takes place of basic surgical principles and the surgical management of human diseases relevant to Dentistry. Particular emphasis is placed on appropriate and effective communication between medical and dental professional colleagues in the delivery of oral health care to medically compromised patients. Students are expected to be able to demonstrate and to maintain proficiency in cardio-pulmonary basic life support.

Clinical Dental Sciences

Learning occurs progressively across the range of clinical dental sciences and associated subjects which include: cariology and the epidemiology, causes, prevention and management of dental caries including the restoration of teeth for children and adults; pulp disease, dental trauma and endodontic treatment; periodontology and the epidemiology, causes, prevention and management of periodontal diseases; cranio-facial growth and development, including dental malocclusions and their prevention, diagnosis and orthodontic management; oral diagnosis, including oral radiology; oral diseases, including their causes, clinical presentations, surgical pathology and surgical management; oro-facial pain and its control, including sedation and anaesthesia; biomaterials in relation to oral health care; dental public health including the provision and administration of oral health care; oral rehabilitation to acceptable function; and dental technology.

Behavioural and Social Sciences Related to Dentistry

Psychology and sociology relevant to oral health and oral health care are studied. Learning takes place on communication in relation to oral health promotion and oral health care.

Professional Dental Practice

Learning occurs mainly in the final years and includes understanding the principles of management of a dental practice including: auxiliary staff and physical resources, dental practice promotion, ethics and jurisprudence and continuing professional development.

C. SYLLABUSES

First Year

The theme of the First Year's learning is "The Healthy Person and General Oral Health: A Biopsychosocial Model".

DENT1001 Dentistry: Integrated Semester I (18 credits)

Students will have an understanding of the human body from a biological, pathological and psychosociological points of view, with special emphasis on the oral environment. They will be able to recognise variations from the "normal" and understand the pathological mechanisms behind. Moreover, with the emphasis on early clinical exposure, students will be introduced to the clinical environment early in the year, with opportunities to practise dental assistance and infection control procedures.

DENT1002 Dentistry: Integrated Semester II (24 credits)

This course builds on DENT1001 and forms a continuum with the former. Students will have more learning opportunities relating to i) the oral environment in health and disease, ii) the healthy person: biology, pathology, psychosociology, and iii) introduction and preparation for clinical practice.

DENT1030 Clinical Skills Block (6 credits)

The objective of this course is to provide a solid understanding of the importance of the practices and maintenance of good oral health. Students will continue to learn about the environment, functions and activities in a dental clinic, and further practise dental assisting and infection control. They will be provided with the opportunity to develop their psychomotor skills as well as relevant chair side or bench side dental skills.

CAES1301 English for dental students (1) (3 credits)

The main focus of this course is on building up students' confidence in public speaking in English, taking into account their inexperience with a problem-based learning curriculum. The specific objectives are to develop or enhance students' ability to: (1) understand and use appropriately technical dental and medical vocabulary; (2) actively participate in PBL seminars using appropriate discussion skills; (3) cite, criticize and discuss published articles on selected dental topics; and (4) prepare and give an oral presentation based on a PBL problem from the first year dental curriculum. Assessment will be based on an oral presentation on a PBL topic, jointly evaluated by English tutors and Dental Faculty, and the participation and performance in simulated seminar discussions.

CAES1302 English for dental students (2) (3 credits)

Building on the students' experience with the problem-based learning curriculum, the main focus of this course is on enhancing the English communication skills that student dentists will need in their second year in order to take part in dentist-patient interaction and compose appropriate correspondence. The specific objectives are to develop or enhance students' ability to: (1) simulate dentist-patient communication through discussion of treatment options in non-technical language; (2) write a summary of patients' case notes and treatment choices; and (3) deal with letters of complaint and referral using appropriate language and correspondence formats. Assessment will be based on a simulated dentist-patient interaction and a portfolio of written correspondence.

Common Core Course (6 credits)

Students are required to select one course from the Common Core Curriculum.

Second Year

The theme of the Second Year's learning is "Prevention and Management of Oral Diseases".

DENT2001 Dentistry: Integrated Semester III (24 credits)

The objective of this course is to provide students with a basic understanding of the course comprising oral diagnosis and treatment planning, the theory, observation and practice of plaque-related disease prevention and management in adults, local anaesthesia, and introduction of cardiopulmonary resuscitation.

DENT2002 Dentistry: Integrated Semester IV (21 credits)

This course builds upon the foundational knowledge gained in DENT2001 and advances the understanding of plaque-related disease prevention and management in adults, focusing on periodontitis, caries, and pulpal diseases and the basic principles of diagnostic imaging. There is also a clinical induction on professionalism, clinical communication, and ethics.

DENT2030 Clinical Skills Block (9 credits)

The objective of this course is to provide students with a basic understanding of case-based treatment planning, impression taking and occlusion, wax carving and tooth anatomy, primary care medicine, introduction of oral medicine, and diagnostic imaging.

Common Core Course (6 credits)

Students are required to select one course from the Common Core Curriculum, from a different Area of Inquiry to the first year Common Core course.

Third Year

The theme of the Third Year's learning is "Clinical Care for Individuals with Compromised Dentition".

DENT3001 Dentistry: Integrated Semester V (30 credits)

The objective of this course is to equip students in both knowledge and clinical skills to provide care for patients presenting compromised dentition, such as tooth crowding, damaged and teeth loss. The course

comprises problem-based learning tutorials, interactive workshops, and orthodontic case-based learning seminars. There are integrated and discipline-based clinical practices which include polyclinics, orthodontics, and oral and maxillofacial surgery. Clinical learning includes periodontal therapy, caries management, dental biomaterials, intra-coronal restoration, endodontics, tooth extraction, and removable prosthodontics.

DENT3002 Dentistry: Integrated Semester VI (33 credits)

This course builds on DENT3001 and forms a continuum with the former. It comprises problem-based learning tutorials, interactive workshops, and medical case-based learning. There are integrated and discipline-based clinical practices which include polyclinics, orthodontics, and oral and maxillofacial surgery. Clinical learning, including caries management, periodontal care, orthodontic treatment planning, dental biomaterials, intra- and extra-coronal restoration, endodontics, tooth extraction, and removable prosthodontics, will provide opportunities to develop clinical and operative skills for the management of compromised dentition.

DENT3030 Clinical Skills Block (12 credits)

The Clinical Skills Block provides a dedicated period for clinical contact. Learning activities include supervised patient care at polyclinics and paediatric dentistry, case-based learning, and integrated oral diagnosis and treatment planning. Clinical learning involves workshops and discussions in the management of temporomandibular joint disorders and oral radiology.

CDEN1001 Practical Chinese language for Dentistry students (3 credits)

The course is designed to introduce practical Chinese writing skills; the standardized form and different scripts of Chinese characters; letter-writing: official, business and personal letters; office documents: notices, announcements, minutes and reports; the art of public speaking; communication skills; the language of Chinese Dentistry journals; and Chinese culture.

Fourth Year

The theme of the Fourth Year's learning is "Complex Integrated Patient Care across the Years and Communities".

DENT4001 Dentistry: Integrated Semester VII (30 credits)

This course comprises problem-based tutorials and interactive workshops which foster knowledge building and are integrated with practical applications across a semester. Integrated and discipline-based clinical practice includes polyclinics, paediatric dentistry, and oral and maxillofacial surgery. Clinical learning, such as fixed prosthodontics (resin-bonded bridges), dental biomaterials, removable prosthodontics (extensive partial denture), endodontics update, and sedation and resuscitation, provides in-depth discussion of patient management.

DENT4002 Dentistry: Integrated Semester VIII (27 credits)

This course builds on DENT4001 and forms a continuum with the former. It comprises problem-based tutorials and interactive workshops which foster knowledge building and are integrated with practical applications across a semester. Integrated and discipline-based clinical practice includes polyclinics, paediatric dentistry, and oral and maxillofacial surgery. Clinical learning involves topics of fixed prosthodontics (conventional bridge), dental biomaterials, periodontal surgery, introduction

to dental implants, and integrated treatment planning. Clinical observation at surgical ward, operation theatre, and medical ward provides an opportunity to develop oral health care skills for managing medically-compromised patients.

DENT4030 Clinical Skills Block (12 credits)

The Clinical Skills Block provides a dedicated period for clinical contact. Learning activities include supervised patient care at polyclinics and paediatric dentistry, and case-based learning and discussion.

DENT4031 Community Health (9 credits)

This component provides learning experiences with project-based research activities. Knowledge is synthesized and transferred through the training process of planning, organizing, conducting, and presenting a community health project.

Fifth Year

The theme of the Fifth Year's learning is "The Dentist into Practice".

DENT5001 Dentistry: Integrated Semester IX (33 credits)

This course comprises clinical learning related to the holistic patient care that includes primary care and dental emergencies in different environments, case-based learning, and advanced oral diagnosis and treatment planning in various clinical areas which may involve a multidisciplinary approach. Special topics in clinical dentistry, including dental implants, biomaterials, and dental ethics will be covered in presentations, hands-on workshops, and clinical observations. Outreach dental clinics will be undertaken.

DENT5002 Dentistry: Integrated Semester X (24 credits)

This course builds on DENT5001 and forms a continuum with the former. In addition to the above, various workshops and visits will be undertaken to prepare students for dental practice. Management of patients requiring special care, including those with physical and learning disabilities, medically-compromised and social excluded individuals and groups. Further learning relating to medical emergency management, CPR, endodontics, aesthetic dentistry, and oral medicine will take place.

DENT5030 Clinical Skills Block (3 credits)

The Clinical Skills Block provides a dedicated period for clinical contact. Learning activities include supervised patient care at polyclinics and paediatric dentistry.

DENT5031 International Clinical Experience (6 credits)

Students will visit a dentally-related teaching, learning or clinical environment, usually overseas as an individual or in a group. The aim is to give an international experience that allows comparison to the home setting, as well as to enrich the students' perspective of dentistry. A project report will be presented to allow shared learning of these visits and facilitate a broader collective experience.
