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**Search details**

Postgraduate dental education – influences, factors, motivators for dentists to attend CPD meetings for verifiable hours component of CPD.

**Resources searched**

NHS Evidence; National Library for Health; TRIP Database; Cochrane Library; MEDLINE; EMBASE; PsychINFO; Google Scholar; Google Advanced Search

**Database search terms**: “postgraduate education”; “continuing education”; “continuing professional development”; CPD; dental; dentist*; exp DENTISTS; EDUCATION, DENTAL, GRADUATE; EDUCATION, DENTAL, CONTINUING; “continuing professional education”; “staff development”; STAFF DEVELOPMENT; “professional development”; EDUCATION, DENTAL; attend*; participat*; presence; turnout; “turn up”; influences; motivate*; motivator; MOTIVATION; factor*; incentive*; disincentive*; initiat*; psychology; reason*; attitude; driver*; ATTITUDE OF HEALTH PERSONNEL

**Google search string**: 

**Summary**

There is some research on this topic, but not in terms of the factors associated with dentists’ attendance at CPD events. Dentists’ reasons for attendance or non-attendance at CPD events may be similar to those of doctors, and the same search but for this group or for healthcare professionals more broadly, may find research which may be applicable to dentists.

**Guidelines**

None found

**Evidence-based reviews**

None found

**Published research**

Author(s): Hopcraft MS, Marks G, Manton DJ

Citation: Australian Dental Journal, June 2008, vol./is. 53/2(133-9), 0045-0421;0045-0421 (2008 Jun)

Publication Date: June 2008

Abstract: BACKGROUND: Continuing professional development (CPD) has been long considered an integral component of professional practice across a range of health professions. It is believed to ensure the maintenance of practitioner clinical competence and knowledge of current concepts. This study investigated the participation in and attitudes of Victorian dental personnel to CPD activities. METHODS: A self-administered cross-sectional survey of a random sample of registered dental care providers (n = 451) was conducted from March to June 2005 using an anonymous, postal, self-administered questionnaire. RESULTS: The response rate was low (48.1 per cent). Nearly 90 per cent of respondents attended a CPD course in 2004, with the mean hours of attendance ranging from 8.3 to 36.9 hours, depending on registration category. Nearly half of the dentists attended more than 20 hours of CPD courses, while less than 20 per cent of prosthetists attended more than 15 hours of CPD courses. Three-quarters of respondents supported mandatory CPD as a condition of registration. CONCLUSIONS: There was a high level of participation in continuing professional development activities by surveyed Victorian dental care providers in 2004, although more than half of the dentists and specialists, and nearly two-thirds of therapists, hygienists and prosthetists would fail to meet the new DPBV mandatory requirements for CPD.

Source: MEDLINE

2. A survey on the preference for continuing professional dental education amongst general dental practitioners who attended the 26th Asia Pacific Dental Congress.

Author(s): Chan WC, Ng CH, Yiu BK, Liu CY, Ip CM, Siu HH, Chiu GK, Hagg U, Jin LJ

Citation: European Journal of Dental Education, November 2006, vol./is. 10/4(210-6), 1396-5883;1396-5883 (2006 Nov)

Publication Date: November 2006

Abstract: AIMS: To identify the subjects of interest and to examine the modes as well as means of study for continuing professional dental education amongst general dental practitioners who attended the 26th Asia Pacific Dental Congress, 28 May-1 June 2004, Hong Kong. METHODS: A total of 381 general dental practitioners as the registered conference delegates from Hong Kong, Mainland China and other Asia-Pacific regions were randomly selected for the present survey. The survey was conducted through face-to-face interviews by a group of practising dentists in Hong Kong. RESULTS: Overall, orthodontics and prosthodontics were the most popular subjects for clinical degree programmes, whilst oral implantology and cosmetic dentistry were the highly preferred subjects for continuing education courses. Concerning the preferred mode of study for degree programmes, the part-time study mode was chosen by 68.3% of the participating dentists. A didactic teaching approach was preferred by most of the participants (81.7%) for postgraduate study. The majority of the interviewees (76.5%) were interested in a proposed clinical degree programme to be offered jointly by The University of Hong Kong and a leading university in the Mainland. Overall, there was no marked difference in the preference for continuing dental education amongst the respondents from Hong Kong, Mainland China and other Asia-Pacific regions. CONCLUSIONS: The present survey shows the currently preferred specialty areas and subjects for continuing professional dental education amongst the general dental practitioners who attended the 26th Asia Pacific Dental Congress, with didactic teaching as the most preferred mode of study on a part-time basis.

Source: MEDLINE

3. The effectiveness of dental postgraduate courses--are we doing the right thing?.
4. A comparison of the perceived effects on Scottish general dental practitioners of peer review and other continuing professional development.

Author(s): Maidment Y

Citation: British Dental Journal, May 2006, vol./is. 200/10(581-4), 0007-0610;0007-0610 (2006 May 27)

Publication Date: May 2006

Abstract: AIM: To produce evidence to inform future provision of continuing professional development (CPD). METHOD: A postal questionnaire survey of 268 dentists who had participated in the pilot peer review scheme in Scotland. RESULTS: Courses, both Section 63 and privately run, were both seen as highly effective in changing both knowledge and practising behaviour. Most of the free form comments invited were positive about the effects and acceptability of peer review as a mode of CPD. Courses and reading journals were felt to be better at changing knowledge while all the other modes (vide intra) were felt to be better at changing practice, except computer assisted learning (CAL). CONCLUSIONS: Peer review in Scotland is perceived as an acceptable and effective CPD mode for changing knowledge and practice. It is not felt to be superior to the established classical modes of courses and reading of journals.

Source: MEDLINE


Author(s): Tredwin CJ, Eder A, Moles DR, Faigenblum MJ

Citation: British Dental Journal, November 2005, vol./is. 199/10(665-9, discussion 654), 0007-0610;0007-0610 (2005 Nov 26)

Publication Date: November 2005

Abstract: OBJECTIVE: There is little information available on journal based verifiable continuing professional development (CPD). The aim of this study was to survey those dentists who have undertaken this form of CPD and elicit their views. DESIGN: A questionnaire survey. METHOD: Four hundred dentists who had registered to undertake CPD with the British Dental Journal (BDJ) were randomly selected and sent a questionnaire. RESULTS: Three hundred and twelve questionnaires were returned (78%)
of these 181 (58%) were male and 131 (42%) were female. Of the 312, 307 had undertaken the BDJ CPD initiative. Two hundred and sixty eight respondents (87.3%) agreed/strongly agreed that the BDJ CPD satisfied their personal CPD needs. Two hundred and eighty three (92.2%) agreed/strongly agreed that their knowledge has been increased as a result of undertaking the BDJ CPD initiative. Two hundred and twenty agreed/strongly agreed (71.7%) that an element of their clinical practice had changed as a result of undertaking the BDJ CPD initiative. CONCLUSION: Journal based learning appears to be an effective way of undertaking verifiable CPD.

Source: MEDLINE

6. Graduate orthodontic education: the residents' perspective.

Author(s): Bruner MK, Hilgers KK, Silveira AM, Butters JM

Citation: American Journal of Orthodontics & Dentofacial Orthopedics, September 2005, vol./is. 128/3(277-82), 0889-5406;0889-5406 (2005 Sep)

Publication Date: September 2005

Abstract: INTRODUCTION: The purpose of this study was to identify current demographic trends of orthodontic residents, their goals for the future, and their perspectives on orthodontic training. METHODS: A 26-item survey was conducted at the Graduate Orthodontic Residency Program (GORP) at Harvard University in August 2003. Questionnaires were distributed to residents representing 51 orthodontic programs (of 58 in the United States). Surveys were sent to 5 of the 7 programs whose residents did not attend GORP. RESULTS: Of the 380 questionnaires distributed, 295 were completed and returned at the meeting for a 77% response rate. Additionally, 35 of the 50 mailed questionnaires were completed and returned, for a total response rate of 77% (330 completed/430 distributed). Most residents stated that clinical education was the most important factor when choosing a residency. Most residents planned to publish their research, complete American Board of Orthodontics certification requirements, and work 4 days a week after program completion. CONCLUSIONS: Several trends were identified since orthodontic residents were last surveyed in 1992. The most significant change reported was an increase in the number of those who plan to complete American Board of Orthodontics certification requirements.

Source: MEDLINE

7. Swedish dental hygienists' preferences for workplace improvement and continuing professional development.

Author(s): Petren V, Levin G, Chohan T, Preber H, Candell A, Bergstrom J

Citation: International Journal of Dental Hygiene, August 2005, vol./is. 3/3(117-25), 1601-5029;1601-5029 (2005 Aug)

Publication Date: August 2005

Abstract: The present study examined factors for workplace improvement and continuing professional development (CPD) for Swedish dental hygienists. Seventy-one per cent of 577 randomly selected members of Sweden's Dental Hygienist Association responded to a questionnaire. The chi-square test, Spearman's rank correlation, and multiple stepwise logistic regression modelling were used in the statistical analysis. The results showed that dental hygienists having more than 10 sick days annually and with a strong commitment to their work increased the preference for workplace improvements, such as peer recognition of dental hygienists' professional qualifications, clinical process quality, and time for reading research articles and participating in projects. In addition, dental hygienists in the 41-52 age group were associated with workplace improvements. This is in contrast to the factors that decreased preferences for workplace improvements: clear work roles, a 1-year training programme, a male clinic manager, and working in the private sector. Practicing dental hygiene in the public sector and lifestyle factors were the most influential determinants for a strong interest in CPD. Conclusion: Workplaces should observe people that are obviously committed to their work, those with many sick days, and those in a specific age group, as they indicate different preferences for workplace improvements. CPD seems to be a lower priority than workplace improvements for Swedish dental hygienists.

Source: MEDLINE

Full Text:

Author(s): Sutton F, Ellituv ZN, Seed R

Citation: Primary Dental Care, July 2005, vol./is. 12/3(78-82), 1355-7610;1355-7610 (2005 Jul)

Publication Date: July 2005

Abstract: AIM: The aim of this study was to evaluate the self-perceived educational needs of a randomly selected group of general dental practitioners (GDPs) in the Merseyside region (UK). MATERIALS AND METHODS: Eighty-seven GDPs were randomly selected from 850 in the region and asked to complete a self-evaluation questionnaire regarding their self-perceived educational needs. RESULTS: Seventy-five (86%) responded, of which 52 (69.3%) were male and 23 (30.7%) female. There was no significant difference in self-perceived knowledge in any of the dental disciplines when gender and period of time since qualification were used as predictor variables. The majority of the GDPs felt they had a good knowledge of restorative dentistry and dental radiography. Some of the GDPs felt they had poor knowledge in implant dentistry, oral medicine, orthodontics, dental sedation techniques, oral surgery, endodontics, periodontics and dental radiography. None of the respondents felt they had poor knowledge in restorative dentistry, prosthodontics and paediatric dentistry. Seventy-four (98.7%) of the responding GDPs were motivated to attend continuing professional development (CPD) courses because of an interest in a particular dental discipline and only one reported attending out of personal learning needs. Implant dentistry was indicated by 30 (40.0%) of the respondents as their training programme of choice. CONCLUSIONS: The respondents had high self-perceived knowledge of restorative dentistry, dental radiography, periodontics, endodontics, paediatric dentistry and prosthodontics. The respondents had low self-perceived knowledge of implant dentistry, orthodontics, oral medicine and dental sedation techniques. Of GDPs surveyed, 98.7% applied for courses they liked to attend, rather than needed to attend. Fifty-two per cent of male GDPs surveyed expressed a desire for training in implant dentistry.

Source: MEDLINE

9. The impact of course attendance on the practice of dentists.

Author(s): Firmstone VR, Bullock AD, Fielding A, Frame JW, Gibson C, Hall J

Citation: British Dental Journal, June 2004, vol./is. 196/12(773-7), 0007-0610;0007-0610 (2004 Jun 26)

Publication Date: June 2004

Abstract: INTRODUCTION: This paper reports the impact of course attendance on the practice of dentists. METHOD: Phase One: A survey sent to all general dental practitioners (GDPs) in three deaneries in England. The survey included self-ratings of the impact of course attendance on practice. Phase Two: Interviews with 20 dentists before and two to three months after they had participated in a self-selected course. The response rate to the survey was 54% (n = 2082). Comparisons with national data showed no notable bias in the sample for gender, owners/partners and age/experience. An ordered logit model was used to explore the net effect of factors (including years' experience in general dental practice and gender) on dentists' ratings of course impact. RESULTS: Course attendance was judged to impact on practice. Impact rating was affected by participation rate and years' experience. Barriers to implementation included cost, time, NHS constraints and personal or staff issues. Impact was enhanced when selection of courses was based on learning needs although courses may also serve usefully to confirm current practice. CONCLUSION: There is much that dentists themselves can do to enhance the impact of courses, principally by reflecting on learning needs. They should be supported in the development of personal learning plans.

Source: MEDLINE

10. Effectiveness of interventions to promote continuing professional development for dentists.
BACKGROUND: Continuing education is incumbent upon dentists as health professionals, but its promotion may be required, particularly in order to ensure regular professional updating. Continuing professional development may be delivered in a variety of ways, and new strategies and techniques must be evaluated for effectiveness.

AIM: To evaluate the effectiveness of two interventions utilizing the philosophies and techniques of the discipline of Quality Improvement.

METHOD: A self-assessment instrument (a manual) for quality dental practice was developed using the Delphi technique. A randomized, controlled trial of the interventions was conducted under field conditions for dental practice in Victoria, Australia. Dentists in Test Groups 1 and 2 completed the self-assessment manual, and received relevant references and their own scores for the manual in comparison with empirical standards. Dentists in Test Group 1 also attended a continuing education course on Quality Improvement. Dentists in Control Group 1 completed the manual only and received feedback of their scores. Dentists in Test Groups 1 and 2, and in Control Group 1 completed the manual again after 1 year as a post-intervention follow-up. Dentists in Control Group 2 completed the manual only at 1 year.

RESULTS: The intervention involving self-assessment, receipt of scores and references for the manual resulted in modest improvements in total scores for dentists after 1 year, although a response bias was apparent.

CONCLUSION: An effective method of facilitating change in quality dental practice was identified. Assessment of strategies and techniques for professional development of dentists should include observation of patterns of participation.

Source: MEDLINE

11. Attendance at and self-perceived need for continuing education among Mongolian dentists.

Author(s): Tseveenjav B, Vehkalahti MM, Murtomaa H

Citation: European Journal of Dental Education, August 2003, vol./is. 7/3(130-5), 1396-5883;1396-5883 (2003 Aug)

Abstract: In May 2000, a questionnaire-based survey was targeted at all Mongolian dentists practising in the capital city of Mongolia in May 2000 with the aim of evaluating attendance at and the self-perceived need for continuing education (CE) in relation to their background characteristics and to their attitude towards CE. The response rate was 98% (n = 245), with 38% of the dentists reporting a CE learning opportunity in at least one of the clinical disciplines of dentistry during the 2 years prior to the survey. A need for CE in at least one of the disciplines was perceived by 58%. A dentist's field of practice and attitude towards CE were the significant factors for attendance, whereas length of working experience, field of practice, holding a postgraduate degree, and having attended CE courses were significant factors for perceiving a need for CE, when controlling for all other variables in the logistic regression analyses (P < 0.05). There seems to be a need for an increased attendance at CE courses among the dentists and a need for preparing them to have a positive attitude towards CE. On the other hand, creating an organized CE system which produces courses for dental practitioners, based on their need, will be at present a challenge for the Mongolian dental profession.

Source: MEDLINE

12. Participation of UK dentists in continuing professional development.

Author(s): Bullock A, Firmstone V, Fielding A, Frame J, Thomas D, Belfield C

Citation: British Dental Journal, January 2003, vol./is. 194/1(47-51), 0007-0610;0007-0610 (2003 Jan 11)

Abstract: INTRODUCTION: This paper reports participation of dentists in continuing professional development (CPD) and factors affecting participation. METHOD: All general dental practitioners (GDPs) in three deaneries in England were surveyed. The overall
response rate was 54% (n = 2082); by deanery it was 68% West Midlands, 45% South West and 44% Anglia. Findings across deaneries were remarkably similar. Comparisons with national data show no notable bias in the sample for gender, owners/partners and age/experience. RESULTS: Most frequent forms of CPD were journal reading and courses in which almost all engaged. A score based on individual participation in CPD over the 12-month period was calculated. The mean score (hours) for participation in verifiable CPD was 31 (median 25) and for general, 29 (median 29). In terms of the GDC’s Lifelong Learning Scheme, 57% were already undertaking 50 hours. Net of other effects, those less likely to be doing 50 hours are those with more years in practice and single-handed practitioners. Greater access to courses and media-based CPD is desired. CONCLUSION: Certain groups of dentists will need support to meet the requirements of the GDC’s Lifelong Learning Scheme. Statutory peer review or clinical audit will significantly alter the CPD profile of most dentists. This has implications for facilitators.

Source: MEDLINE

13. Participation of UK dentists in continuing professional development

Author(s): Bullock, A, Firmstone, V, Fielding, A, Frame, J, Thomas, D

Citation: British Dental Journal, 2003, vol./is. 194/1(47-51), 0007-0610 (Jan 11 2003)

Publication Date: 2003

Abstract: This paper reports participation of dentists in continuing professional development (CPD) and factors affecting participation. All general practitioners (GDPs) in three deaneries in England were surveyed. The overall response rate was 54% (n=2, 082); by deanery it was 68% West Midlands, 45% South West and 44% Anglia. Findings across deaneries were remarkably similar. Comparisons with national data show no notable bias in the sample for gender, owners/partners and age/experience. Most frequent forms of CPD were journal reading and courses in which almost all engaged. A score based on individual participation in CPD over the 12-month period was calculated. The mean score (hours) for participation in verifiable CPD was 31 (median 25) and for general, 29 (median 29). In terms of the GDC’s Lifelong Learning Scheme, 57% were already undertaking 50 hours. Net of other effects, those less likely to be doing 50 hours are those with more years in practice and single-handed practitioners. Greater access to courses and media-based CPD is desired. Certain groups of dentists will need support to meet the requirements of the GDC’s Lifelong Learning Scheme. Statutory peer review or clinical audit will significantly alter the CPD profile of most dentists. This has implications for facilitators. Cites seven references. [Journal abstract]

Source: HMIC


Author(s): Leggate M, Russell E

Citation: British Dental Journal, October 2002, vol./is. 193/8(465-9 discussion 456), 0007-0610;0007-0610 (2002 Oct 26)

Publication Date: October 2002

Abstract: OBJECTIVES: To describe the current and intended continuing professional development activity of dentists in general and community practice. DESIGN: A cross-sectional survey by postal questionnaire. METHODS: A semi-structured questionnaire was sent to all general practice and community dentists identified from the dental practices division as being in practice in Scotland. The issues addressed included personal demographics, current working patterns and job satisfaction, training and professional development and finally career and working intentions. RESULTS: Of the 1,917 questionnaires sent to general dental practitioners (GDPs), 1,357 were returned useable (70% response rate); 212 of the 283 questionnaires to community dental practitioners (CDPs) were returned giving a 75% response rate. Of the responders, 89% of GDPs (1,188) and 95% of CDPs (178) reported participating in some form of CPD in the preceding year. One sixth of GDPs (211) and one third of CDPs (62) had a further qualification. Short courses such as Section 63 were very popular with over 90% of GDPs, but more than half the respondents did not think that further qualifications would enhance their career prospects. The most commonly identified barriers to further qualifications were heavy clinical commitments (78%), with 73% citing the substantial cost with no additional
benefit. Over a third of GDPs under the age of 30 indicated they intended to sit a postgraduate qualification, but this fell to 12% for those aged over 30. The number of dentists identified on a career break was low (18). CONCLUSION: Two years before implementation of the General Dental Council's mandatory revalidation scheme, over 90% of Scottish primary care dentists reported active participation in continuing professional development. Future initiatives must be sufficiently sophisticated to fulfil the educational needs of different age groups, and to focus on part-time and career break dentists as well as full-time practitioners. It is important to establish career pathways in dental primary care. Part-time modular courses such as Masters degrees in primary care based dentistry may be one solution. An increased number of part-time posts for primary care dentists in secondary dental care may increase the skill base and also increase service provision in secondary care establishments. These pathways should create an opportunity to adequately reward those who continue to develop the knowledge and skills necessary for a technically demanding healthcare profession.

Source: MEDLINE

15. Continuing professional development amongst dental practitioners in the United Kingdom: how far are we from lifelong learning targets?.

Author(s): Buck D, Newton T

Citation: European Journal of Dental Education, February 2002, vol./is. 6/1(36-9), 1396-5883;1396-5883 (2002 Feb)

Publication Date: February 2002

Abstract: This study was conducted to identify the extent to which qualified dental practitioners in the UK currently undertake three distinct activities of Continuing Professional Development (CPD): reading professional journals; attending courses; and undertaking retraining courses. Also, to determine the impact of gender, age, length of time since qualification, current working hours and career breaks upon the extent to which dental practitioners engage in CPD. Data were analysed from a questionnaire survey of a systematic sample of one in 10 dentists taken from the Dentists Register of the UK General Dental Council. The response rate was 66.6%. Only dentists practising at the time of the survey were included in the analysis (N = 1550). A high proportion of the sample reported regularly undertaking activities related to CPD. Approximately 87% read professional journals at least once per month; just over half had attended five or more days at professional meetings and courses in the last year. Only a small proportion of dentists (12%) had undertaken a retraining course in the past three years. Those dentists who had been qualified for between 21 and 30 years, those who had gained additional qualifications after qualifying as a dentist, and those who had taken a career break at some point in their life were more likely to read professional journals. Attendance at postgraduate dental courses was related to being male, not having taken a career break, possessing an additional qualification, longer working hours, and not being a General Dental Practitioners (GDP). Attendance at a retraining course was less likely for those who had taken a career break, those who had attended fewer courses in the last year and for those who worked 30-40 h per week. A large proportion of dental practitioners are currently undertaking sufficient CPD to meet the UK requirements of recertification. Greater attention should be directed towards identifying the barriers to CPD among female dentists and those who have been qualified for longer periods. More research is needed in assessing the long-term CPD consequences of those who have returned to dentistry following a career break.

Source: MEDLINE


Author(s): Best HA, Messer LB

Citation: Australian Dental Journal, December 2001, vol./is. 46/4(289-97), 0045-0421;0045-0421 (2001 Dec)

Publication Date: December 2001

Abstract: BACKGROUND: Approaches to models of professional development for dentists continue to evolve. This study examined the participation and attitudes of dentists in non-formal and informal professional development and continuing dental education. METHODS: Two methodologies were utilised: a self-administered cross-sectional survey of dentists in Victoria, Australia (conducted October to December, 1994), and a review of the records of
the Continuing Education Unit of the School of Dental Science at The University of Melbourne for 1995 to 1999. For the cross-sectional survey, the sampling frame was the register of dentists of the Dental Board of Victoria in 1994. RESULTS: From a sample of 616 dentists invited to participate, 396 usable questionnaires were returned (response rate, 66.8 per cent). The valid data indicated that 52.5 per cent of dentists belonged to a study group, 66.5 per cent subscribed to at least one dental journal (other than the Australian Dental Journal), 88.9 per cent discussed dental matters with colleagues regularly, 98.6 per cent personally assessed their own work, 13.3 per cent did not attend continuing education courses and 18.1 per cent did not complete any courses in the year preceding the survey. Participation patterns in continuing education courses were related to socio-demographic characteristics of dentists. Some support was apparent for flexible delivery options for professional development. CONCLUSIONS: Involvement of dentists in Victoria, Australia in professional development activities is high, with complex participation patterns. Whether these patterns adequately address their own and the community's needs for such activities is debatable. Such issues should impact on any regulatory models for professional development for dentists and the development and use of alternative continuing education modalities.

Source: MEDLINE

17. Professional competence in final-year dental undergraduates: assessment of students admitted by individualised selection and through traditional modes.

Author(s): Roding K

Citation: European Journal of Dental Education, February 2001, vol./is. 5/1(12-6), 1396-5883;1396-5883 (2001 Feb)

Publication Date: February 2001

Abstract: In 1993, a new admission system was introduced at the Dental School, Karolinska Institutet, Sweden. One-third, and subsequently 60% of the students were admitted through an individualised selection system, and the remainder through traditional modes, using secondary school matriculation scores, or a university standard aptitude test. In this study, professional competence of final year undergraduates, assessed by faculty members, was related to mode of admission. The participating faculty members had tutored the students in the adult comprehensive care clinic for 1-3 semesters. 13 faculty members assessed students from 3 freshman intakes. A specially designed protocol was used, comprising 7 different criteria to be graded on a scale of 1 to 5, and one overall rating on a scale of 1 to 7. The faculty members were also asked to nominate which of the 7 criteria they considered most important for the overall rating: (A) knowledge, (B) initiative, (C) responsibility and judgement, (D) patient contact, (E) clinical skills, (F) co-operative approach and (G) commitment and motivation. Responsibility and judgement (n=11) and knowledge (n=6) were rated as the most important criteria. The evaluation of professional competence using the overall rating as a score shows a better median value (M=5.5) for the individualised group than for the traditional group (M=5.0). There was little or no difference between the 2 groups in median values for the most important 2 criteria, (C and A), but for the individualised group, the interval for the inter-quartile range (IQR) was not only higher, but also more homogeneous. It is concluded that by final year, students originally admitted by individual selection seem to be more professionally competent than classmates admitted on traditional university entrance scores.

Source: MEDLINE


Author(s): Brandt RL, Fitzpatrick BJ, Moloney FB, Bartold PM

Citation: Australian Dental Journal, December 2000, vol./is. 45/4(285-8), 0045-0421;0045-0421 (2000 Dec)

Publication Date: December 2000

Abstract: A survey of participants in a continuing education course in osseointegrated implants was carried out to determine dentists' attitudes toward such courses and how they were integrating implants into their everyday practice. The results indicated, despite the intense program, very few general dentists who attended such a course chose to actively participate in implant placement and a moderate number chose to carry out prosthetic restoration. Those who attended such courses appeared satisfied with the course content,
appreciated the difficulties involved with implant placement and restoration and generally chose to refer such cases to appropriate specialists for management. This pilot study confirms dental implants are a popular and accepted mode of therapy. However, general dental practitioners who take the time to undergo specific training in osseointegrated implants appear to be less inclined to actively participate in the placement (surgery) of implants. Following appropriate training, many general practitioners felt comfortable in performing the restorative/prosthetic aspect of implant treatment for single tooth rather than partial or full denture cases. In conclusion, while continuing education courses in osseointegrated implants are becoming increasingly popular, this survey indicates participants become aware of the complexity of the procedures involved and tend to actively participate mainly in the prosthetic reconstruction of simple cases.

Source: MEDLINE


Author(s): Wiskott HW, Borgis S, Simoness M

Citation: European Journal of Dental Education, May 2000, vol./is. 4/2(57-64), 1396-5883;1396-5883 (2000 May)

Publication Date: May 2000

Abstract: In 1992, following newly issued university regulations, the board of the School of Dental Medicine of the University of Geneva decided to establish a structured continuing education course programme for practising dentists in an effort to better meet the school's continuing education mandate. The programme started in January 1994 and was structured so that regular courses would be offered in each discipline of dentistry. The course contents were aimed at satisfying the demands of practising dentists, but it was also established that basic science issues and theoretical concepts should be included. Possible course formats were "conference", "hands-on", "clinical" and "seminar". The courses were meant as a form of knowledge transfer from the school to the practising community, but also as a means to generate revenue for research and teaching programmes. Operative aspects were supervised by a small staff which was assisted by computer software designed to handle all procedural steps of course administration, participant registration, accounting, communication. The dentists' responses were rewarding in that attendance was very satisfactory. Closer scrutiny of our data, however, indicates that our impact is still low since at best only 20% of the course-hours required by the Swiss dental association are actually taken. Both course and programme evaluations were satisfactory and are discussed using the Harden and Laidlaw CRISIS criteria.

Source: MEDLINE

20. A survey of Scottish primary care dental practitioners' oral cancer-related practices and training requirements.

Author(s): McCann MF, Macpherson LM, Binnie VI, Stephen KW

Citation: Community Dental Health, March 2000, vol./is. 17/1(24-30), 0265-539X;0265-539X (2000 Mar)

Publication Date: March 2000

Abstract: OBJECTIVE: The study sought to investigate current examination habits and preventive practices of Scottish dental primary care professionals, with respect to oral cancer, and to determine any training needs of these practitioners in relation to the disease. BASIC RESEARCH DESIGN: A questionnaire was sent to a random sample of 331 general dental practitioners and community dental officers throughout Scotland, achieving an overall response rate of 68%. MAIN OUTCOME MEASURES: The study investigated examination and health promotion practices in relation to oral cancer. Confidence in, and barriers to, participating in these activities were studied, and information sought both on past training and future education needs regarding oral cancer. RESULTS: Although 58% of respondents reported examining regularly for signs of oral cancer in those aged >16 years, 63% indicated they felt less than confident in detecting oral cancer, with only 43% expressing confidence about discussing suspicious findings with patients. Practitioners were well aware of the importance of smoking and alcohol as risk factors, but had mixed views on the health-promoting role of the dentist regarding these issues. Furthermore, while only 3% reported training on these topics, over half expressed a desire to develop
appropriate counselling skills. Overall, 87% and 79% of respondents wanted further training in oral cancer detection and prevention, respectively. CONCLUSION: The study indicated a need for continuing education programmes for dental primary care practitioners in oral cancer-related activities. Postgraduate education, utilising a variety of media formats, should aim to improve diagnostic skills and seek to increase practitioners’ participation in both smoking and alcohol counselling.

Source: MEDLINE

21. Clinical audit activity and continuing professional development of general dental practitioners in Yorkshire

Author(s): Mercer, P E, Long, A F, Ralph, J P, Bailey, H

Citation: Leeds - University of Leeds, Clarendon Way, Leeds LS2 9LU: Department of Postgraduate Dental Education, Leeds Dental Institute, 1995(ix, 55p)

Publication Date: 1995

Abstract: This paper reports on a postal questionnaire enquiry into the clinical audit activities of general dental practitioners in Yorkshire. The first section concentrates on clinical audit and focuses on how audit is perceived and practised. The results reveal a widespread misunderstanding of audit and indicate a need for further education to clarify the basic principles, to promote the concept of the reflective practitioner, and to encourage informal review of activities and procedures. The second part considers the continuing professional development of dentists, their perception of educational need, and the use made of existing facilities. A substantial number were found to have little involvement in postgraduate education or other aspects of continuing professional development. The report recommends a critical review of timing, style, and content of courses, initiatives to increase readership of dental journals, development of alternative educational media and further encouragement to participate in audit and peer review. Cites 39 references.

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V John, P Parashos - Australian Dental Journal, 2007

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F Sutton, ZN Ellituv, R Seed - Primary Dental Care, 2005 - ingentaconnect.com

... with 75 responders, is small compared to previous UK studies researching GDPs’ postgraduate education.5-7 ... Only one dentist attended courses to fill in gaps in his or her knowledge. This ... be adequately met by CPD are research issues of interest to the dental profession and the ...

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RL Baron, SJ Agius - 2007 - nwpgmd.nhs.uk

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CR Belfield, ZS Morris, AD Bullock, ... - ... Journal of Dental ..., 2001 -
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A Evans, S Ali, C Singleton, P Nolan, J … - Medical Teacher, 2002 - informaworld.com
... plans (PPDPs) are proposed, and will provide a means of gaining postgraduate education allowance (PGEA). ... in this study were appreciative of a flexible method of CPD that could ... was provided by the Department for NHS Postgraduate Medical and Dental Education (Yorkshire ...