TEACHING IN DENTISTRY IN TIMISOARA: PAST EXPERIENCE, CURRENT TRENDS AND CHALLENGE OF THE FUTURE

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Abstract
Teaching dental medicine was never easy! The main problems are related to the connection between theoretical dental and medical knowledge, skills, communication, and professional attitudes. Since graduates of medical dentistry have the right to practice on patients immediately after the license exam, we have to stringently evaluate the teaching methods and their effects on the abilities of graduates to practice.

Looking back, before 2000, lectures were one-way transmission, much too long, and included a lot of less useful theoretical data. Practical work and clinical practice were not adapted to the graduates’ needs. Many skills, professional attitudes, communication, integration of research, and building a professional medical doctor were lacking.

Current trends: The number of hours has significantly decreased but the content is still not completely adapted to modern requirements. The tendency to reduce order lectures is already visible but not enough implemented. Practical skills training has been significantly improved and students themselves perform specific manoeuvres on the patient. Still, there are too many hours of lectures and of practical work dedicated to traditional disciplines, but training of practical important clinical skills is not sufficient. Training for scientific research is also insufficient. Teach the teacher is not a continuous target of university strategy.

Future challenges: What do students need to learn? What do we need to teach? Can’t integrate clinical skills, professional attitudes, and communication in the curriculum, and adapt the content of lectures and clinical practice to the current necessities of students. Research must become one of the main goals of the curriculum because today’s junior researchers will be the coming players.

CONCLUSIONS:
• Contextualization of teaching methods to the specific educational approach for dentistry is an important task of our medical educators.
• Structural changes within the UNIFOR has initiated to improve the future education for dentistry: presently still connected with passive, teacher-oriented learning methods - only if new technology is offered embedded with the necessary learning means, aimed at stimulating active involvement of students.
• Together with better dentistry specific abilities, based on a more occasional approach, increased communication and networking abilities should help graduates to better relate to their peers as well as their patients.
• Simultaneously, better education for dental medicine in Romania must be supported by substantially improved and clarified roles, allowing for a harmonization process between national and European standards and regulations.
Teaching in Dentistry in Timisoara: Past Experience, Current Trends, and Challenge of the Future

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Teaching in dental medicine was and still is not easy! The main problems are particularly related to the joint between theoretical dental, skills, communication, and professional attitude. In Romania long-term graduates of medical dentistry have the right to practice on patients immediately after the license exam. This is why we have evaluated back the teaching methods and their effects on the abilities of graduates to practice.

Looking back. Before 2000, lectures were too long, with one-way transmission of data, including a lot of less useful theoretical data, without any interactive tendency. It is suppose that this type of teaching was due at least in part to the lack of a written support for lectures. Practical works, and clinical stages have not been adapted to the graduates’ necessities. Real skills, professional attitudes, communication, and integrations of research and in building of a professional medical doctor were lacking.

Current trends. In the present time the number of hours significantly decreased but the content is still not completely adapted to current requirements. Tendency to introduce real interactive lectures is already visible but not enough implemented. Teach the teacher should be a continuous target of the university strategy. Practical skills were significantly improved and students perform themselves specific maneuvers on the patient. Still there are too many hours of direct contact for lectures and practical works dedicated to preclinical disciplines, and we haven’t a basic equilibrium between practical important skills and those without any practical importance. Courses for scientific research were not done before 2000, but their integration in the curriculum is necessary because this type of information becomes increasingly valuable to students in the current time.

Future challenges. What do we need to learn? What do we need to teach? Let’s integrate skills professional attitude communication, in the curriculum adapting the content of lectures and clinical practice to the current necessities of students and teachers. Don’t forget that research is one of the main goals of the present curriculum, because the today junior researcher will be the source of knowledge and they will be the next coming players.