

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

*These regulations are applicable to students admitted to the 6-year BDS curriculum in the academic year 2014-2015 and thereafter (the "**Relevant Students**"), save and except that they are not applicable to students admitted in a subsequent year if new degree regulations are later introduced and applied to those students.*

*These regulations also apply to students admitted in other academic years who continue their studies in the same class(es) as the Relevant Students, including any repeaters who were admitted in an earlier academic year. In the event that any of the afore-mentioned students to whom this set of Degree Regulations applies has to repeat any year of his/her studies, a different set of regulations may become applicable to him/her and a notification will be provided to such student as may be necessary and appropriate.
(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, Fifth and Final Years of the curriculum.

D3 The curriculum shall extend over not fewer than six years, including twelve 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 nine 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) 12 credits in English language enhancement, including 6 credits in Core University English¹ and 6 credits in an English in the Discipline course;
- (b) 6 credits in Chinese language enhancement²;
- (c) 36 credits of courses in the Common Core Curriculum, comprising at least one and not more than two courses from each Area of Inquiry with not more than one course from the same Area of Inquiry being selected within one academic year except where candidates are required to make up for failed credits; and
- (d) a capstone experience.

¹ Candidates who have achieved Level 5** in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, may at the discretion of the Faculty be exempted from the requirement for Core University English and should take an elective course in lieu, see *Regulation UG6 of the Regulations for First Degree Curricula*.

² Students who have not studied the Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CDEN9001 or CDEN9002 can apply to the Faculty for exemption from Chinese language requirement:

- (i) to take credit-bearing Cantonese or Putonghua language courses offered by the School of Chinese (especially for international and exchange students), or
- (ii) to take an elective course in lieu.

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 learning outcomes and professional 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.

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 In accordance with the University's General Regulations on students' attendance at classes, students shall attend all scheduled sessions and complete the requirements of their curriculum to the satisfaction of the Dean of the Faculty of Dentistry. Absence from scheduled sessions through applying for leave of absence is allowed up to a certain limit, as stipulated by the Faculty. Failure to attain the requisite level of attendance may lead to the student being debarred from attending the year-end summative assessment of that year.

D10 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.

D11 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.

D12 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.

D13 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.

D14 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 and notwithstanding the granting of advanced and/or transfer credits, 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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D15 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

These Syllabuses apply to students admitted to the 6-year BDS curriculum in the academic year 2015-2016 and thereafter (the "Relevant Students"), save and except that they are not applicable to students admitted in a subsequent year if new syllabuses are later introduced and applied to those students.

These Syllabuses also apply to students admitted in other academic years who continue their studies in the same class(es) as the Relevant Students, including any repeaters who were admitted in an earlier academic year. In the event that any of the afore-mentioned students to whom this set of Syllabuses applies has to repeat any year of his/her studies, a different set of syllabuses may become applicable to him/her and a notification will be provided to such student as may be necessary and appropriate.

A. PROGRAMME AIMS AND NATURE

The degree curriculum in Dentistry is an integrated programme in which the study of biomedical sciences, of 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 some large-group interactive workshops and lectures 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 six academic years and is divided into twelve 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 – DENT6131. The UG5 requirements consist of English language enhancement (CAES1000 & CAES9350), Chinese language enhancement (CDEN9001), Common Core courses and a capstone experience.

Capstone Experience: The final year ‘Portfolio’ represents a culmination of student learning activities across the Professional Core. Required elements in the portfolio include, but are not limited to, case presentations, written reports and reflections.

Learning outcomes are written for each year of the curriculum to guide students in their study. Detailed schedules will be 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 twelve semesters and during inter-semester periods.

Attendance is required for lectures, 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, Fifth and Sixth 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 Sixth 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 treatment plan of orthodontic problems; 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: A Biopsychosocial Model".

DENT1001 Dentistry: Integrated Semester I (9 credits)

This course provides a solid understanding and knowledge of the oral environment in health and disease with special emphasis on how physiological, pathology-free functions and psychosocial aspects could contribute to the maintenance of health in a person. Students would be exposed to learning opportunities regarding the environment, functions and activities in a dental clinic in particular the knowhow of dental assisting and infection control. They will also learn about what dental research is and why that is important for clinical dentistry.

DENT1002 Dentistry: Integrated Semester II (12 credits)

This course builds on DENT1001 and forms a continuum with the former. Students will be exposed to more learning opportunities along the same aspects of i) the oral environment in health and disease, ii) the healthy person: biology, pathology, psychosociology, iii) introduction to the clinics, and iv) fundamentals of dental research.

DENT1030 Clinical Skills Block (3 credits)

The Clinical Skills Block provides an 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, dental assisting, and infection control. They will be provided with opportunity to develop their

psychomotor skills as well as relevant chair side or bench side dental skills.

CAES1000 Core University English (6 credits)

The Core University English (CUE) course aims to enhance first-year students' academic English language proficiency in the university context. CUE focuses on developing students' academic English language skills for the Common Core Curriculum. These include the language skills needed to understand and produce spoken and written academic texts, express academic ideas and concepts clearly and in a well-structured manner and search for and use academic sources of information in their writing and speaking. Students will also complete four online-learning modules through the Moodle platform on academic grammar, academic vocabulary, citation and referencing skills and understanding and avoiding plagiarism. This course will help students to participate more effectively in their first-year university studies in English, thereby enriching their first-year experience.

Assessment: 65% coursework, 35% written examination

Chinese Language Enhancement Course

(Students to take one 6-credit course either from CDEN9001 or CDEN9002)

CDEN9001 Practical Chinese for Dentistry Students (6 credits)

The course is designed to enable students to gain a mastery of the varieties of the Chinese language as used in the field of Dentistry. It introduces students to various techniques for the effective use of practical Chinese. The course will familiarize students with traditional Chinese characters, simplified Chinese characters, modern Chinese grammar and rhetoric through outcomes-based assignments. Special training that is intended to sharpen students' presentation skills in Cantonese and Putonghua will also be provided.

Assessment: 50% coursework, 50% written examination

CDEN9002 Functional Chinese for Dentistry Students (6 credits)

This course is specially developed for students in the Faculty of Dentistry who received Chinese training in educational settings different from the HKDSE entrants and who have attained a reasonable level of competence in the Chinese language. The main objective of this course is to sharpen students' presentation skills and help them build up their dental vocabulary in Chinese. Special emphasis will be placed on the essential techniques for written and oral communication in Chinese. Equipped with these language skills, the students should be ready for the challenges in their interactions with their patients and colleagues.

Assessment: 70% coursework, 30% written examination

Common Core Courses (24 credits)

(Students are required to select four courses in the Common Core Curriculum, selecting not more than one course from the same Area of Inquiry.)

Second Year

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

DENT2001 Dentistry: Integrated Semester III (18 credits)

This course equips students with both knowledge and clinical skills so that they are able to provide preventive management of the common plaque-related oral diseases in human. The course consists of oral diagnosis and treatment planning, caries prevention and management, as well as diagnostic imaging. In addition, techniques for local anaesthesia and cardiopulmonary resuscitation will be introduced.

DENT2002 Dentistry: Integrated Semester IV (24 credits)

This course builds on DENT2001 and forms a continuum with the former.

The preventive management of plaque-related oral diseases in human will be continued. Periodontal disease will be covered, as well as an introduction of endodontic management of pulpal disease. Training in clinical skills will continue. Aspects on professionalism, clinical communication and ethics will be included.

DENT2030 Clinical Skills Block (6 credits)

Students will practise the clinical management of plaque-related oral disease, i.e. caries and periodontitis. Case-based learning and treatment planning workshop will be held to emphasize the importance of prevention care. In addition, students will be introduced to the techniques for impression taking, wax carving and occlusion, to prepare them for clinical learning of dental restorative treatments.

Common Core Courses (12 credits)

(Students are required to select two courses in the Common Core Curriculum. Of the six Common Core courses to be taken in the First and Second Years, students shall select at least one and not more than two courses from each Area of Inquiry.)

Third Year

The theme of the Third Year's learning is "The Dentist in the Management of Oral Diseases and Conditions"

DENT3001 Dentistry: Integrated Semester V (27 credits)

This course equips students with both knowledge and clinical skills in management of different kinds of oral disease and conditions, such as mucosal disease, dental caries, and tooth loss. The course comprises problem-based tutorials and interactive workshops to provide learning in dental biomaterials, primary oral medicine, caries management, intra-coronal restorations, endodontics, and removable prosthodontics. Integrated clinical practice allows comprehensive patient care across the years.

DENT3002 Dentistry: Integrated Semester VI (27 credits)

This course builds on DENT3001 and forms a continuum with the former.

It takes the format of problem-based tutorials, interactive workshops, medical case-based learning, and integrated and discipline-based clinical practice in polyclinics and in oral and maxillofacial surgery. Additional topics including radiography, endodontics, indirect restoration, tooth extraction, and removable prosthodontics will be covered to enable students to develop clinical and operative skills for managing a variety of teeth-related diseases.

DENT3030 Clinical Skills Block (6 credits)

The Clinical Skills Block provides a dedicated period for clinical practice. Learning activities include supervised patient care at polyclinics, case-based learning, and treatment planning. Clinical learning involves workshops and discussion in extra-coronal restorations and oral radiology.

Fourth Year

The theme of the Fourth Year's learning is "The Compromised Patient and Advanced Clinical Care"

DENT4001 Dentistry: Integrated Semester VII (27 credits)

This course continues with honing students' clinical practice in the polyclinics and oral maxillofacial surgery in an integrated and cross-disciplinary manner. Clinical learning includes the topics of fixed prosthodontics (resin-bonded bridges) and dental biomaterials, advanced endodontics, and the treatment of medically-compromised patients.

DENT4002 Dentistry: Integrated Semester VIII (27 credits)

This course builds on the previous semester's learning and offers more advanced case-based learning and treatment planning. Clinical learning will include orthodontics, fixed prosthodontics (conventional and resin-bonded bridges), and dental materials. Students will have opportunity to observe cases being treated in surgical wards, medical wards and operation theatres, and to develop further in radiology.

DENT4030 Clinical Skills Block (6 credits)

The Clinical Skills Block gives students dedicated time for clinical learning, with its focus this year on paediatric dentistry, occlusal splints, and radiography.

Fifth Year

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

DENT5001 Dentistry: Integrated Semester IX (21 credits)

This course comprises problem-based tutorials and interactive workshops and lectures, which foster knowledge building and are integrated with practical applications across the semester. Integrated and discipline-based clinical practice includes polyclinics, paediatric dentistry, and oral and maxillofacial surgery. Clinical learning, such as complete dentures, dental biomaterials, aesthetic dentistry, and orthodontic case-based learning and treatment planning, provides in-depth discussion of complex, integrated patient care across the years and communities.

DENT5002 Dentistry: Integrated Semester X (18 credits)

This course builds on DENT5001 and forms a continuum with the former. It takes a similar format and includes integrated and discipline-based clinical practice as above. Clinical learning will involve demonstrations, practical classes, and ward teaching. It will include topics, such as periodontal surgery and advanced oral medicine, to develop oral health care skills for managing the elderly patients.

DENT5030 Clinical Skills Block (6 credits)

The Clinical Skills Block provides a dedicated period for clinical practice. 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 discussion in both dental hospital and community contexts.

DENT5032 Community Health (9 credits)

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

CAES9350 Academic English for Dentistry (6 credits)

The 6-credit English-in-the-Discipline course, “Academic English for Dentistry” (henceforth ED) course, focusing on both written and oral English, aims to offer parallel language support to the Community Health Project offered by the Faculty of Dentistry, and to further enhance BDS V students’ academic literacy in scientific research. In the ED course, students will develop effective language skills in their written presentation of the Community Health Project. Input will also be given to enhance students’ ability to deliver a professional oral presentation of the project appropriate to the purpose of the research and the audience. The course also moves towards enhancing academic literacy in scientific research by allowing students to apply the understanding of disciplinary research and presentation to other academic and professional contexts.

Assessment: 100% coursework

Sixth Year

The theme of the Sixth Year’s learning is “The Dentist into Practice”

DENT6101 Dentistry: Integrated Semester XI (27 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. Participation in outreach dental clinics will be undertaken.

DENT6102 Dentistry: Integrated Semester XII (24 credits)

This course builds on DENT6101 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. Exposure to the management of patients requiring special dental care, such as those with physical, medical, learning and/or social impairments, will be undertaken. Further learning relating to medical emergency management, CPR, endodontics, aesthetic dentistry, and oral medicine will take place.

DENT6130 Clinical Skills Block (3 credits)

The Clinical Skills Block provides a dedicated period for clinical contact. Learning activities include supervised patient care in an integrated and cross-disciplinary manner.

DENT6131 International Capstone Experience (6 credits)

The course component will engage students in a dentally-related environment outside Hong Kong. Students will visit either dental teaching and learning institutions or clinical institute(s), or engage in outreach activity/activities with dentistry input, as an individual or in a group. The aim is to give students an international experience that allows comparison with the home setting, as well as to enrich the students’ perspective of dentistry in various cultures and communities. A project presentation will be conducted to allow shared learning from these visits and facilitate a broader collective experience. The students’ presentation will be assessed together with their written report. Students will be required to accrue the stipulated number of credits for the capstone experience by the end of the BDS programme. All trips under the International Capstone Experience must be pre-approved as to the date, duration and number of credits assigned thereto, and may be held at times designated by the Faculty starting with the summer of BDS IV up to VI including all intervening summers.

December 4, 2015