



SEAADE 19<sup>th</sup> Annual Scientific Meeting in Manila from 7 – 8 October 2008  
ABSTRACT FORM FOR FREE PAPERS COMMUNICATION  
(Dateline of Submission: 31 June 2008)

**Developing a Model for CQI in Dental Education: Baseline Evaluation of Clinical Dental Disciplines**

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Continual quality improvement (CQI) in dental education can be defined as systematic efforts of dental schools to improve the quality of their education programmes, research and patient care. Efforts to develop a CQI model should be based on a needs assessment study which will give insight on areas that need to be improved. This paper aims to describe students' views on current teaching-learning activities and assessment methods of clinical dental disciplines. A self-administered questionnaire survey was conducted among the fourth year dental students of Faculty of Dentistry, Universiti Kebangsaan Malaysia. The survey sought to elicit students' responses towards content, organisation, seminar/tutorials, clinical teaching, assessment methods and course materials of seven clinical dental disciplines. Survey forms were distributed by administrative support staff during two scheduled sessions in the last week of academic session. Response rates ranged from 76-90%. In general, majority (89-95%) of the students were satisfied with the survey items. Areas of strength that were identified include content and seminar/tutorials. Areas of concern include clinical teaching and assessment methods. Students identified prosthodontics to be the discipline that needed most improvement in teaching-learning activities.

POSTER PRESENTATION: SO-6