Ankara University
Faculty of Dentistry
Self-Assessment Report

ADEE School Visit
12 - 14 May 2008

integrating the ADEE visitors’ comments
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Visitors comments
The visitors wish to express their appreciation for the warm welcome and hospitality. A considerable amount of work was completed in preparation for this visit and Dean Nejat Bora Sayan, Assoc. Prof. Dr. Cem Gurgan, heads of department and their colleagues were most helpful to the visitors’ efforts in all respects. Prof. Dr. A. Nehir Özden the Erasmus coordinator was also very helpful. The visitors were provided with an honest and helpful self assessment, providing background and insight into the undergraduate teaching programme. The actual process of self-assessment is the most important part of the ADEE review. The exercise should be repeated periodically by the school itself with the whole faculty contributing. The more people who participate, the more worthwhile and valid it will be.

We commend the School for what has been achieved. The visitors’ overall judgement is that the school is as good as most dental schools in Europe and better than many visited. The school has the advantage of strong leadership and a cohesive faculty. There was much to learn from exemplary practices observed in the School. Nevertheless, and inevitably, the visitors’ comments focus on issues which are worthy of further consideration and areas in which improvements might be made. Detail has been avoided and comments on individual
departments minimised in order to avoid unhelpful comparisons. The observations are those of four individuals from different countries, backgrounds and perspectives although working as a team. They are offered for consideration and debate in the School. The visit does not constitute a formal inspection nor do the views necessarily reflect those of the Association for Dental Education in Europe. However, the visit is part of ADEE’s drive to converge towards higher standards in dental education in Europe through peer influence and the exchange of ideas. The visitors’ opinions are much influenced by that Association’s profile of a European dentist with common educational outcomes and agreed clinical competences.
The Faculty of Dentistry was founded in 1963, affiliated to the Faculty of Medicine of Ankara University as a “Dental School”. The school started its education on 29 January 1964 with 21 students. There were initially four departments established, namely “Oral Surgery”, “Prosthetic Dentistry”, “Restorative Treatment” and “Orthodontics”. This was followed by the establishment of other departments.

In 1967, the first inpatient clinics with 10 beds were initiated within the Oral Surgery department. Together with this progression, the title “Oral and Maxillofacial Surgery” replaced “Oral Surgery”. The faculty gave its first graduates in 1968. The Dental School was converted into a “Faculty” on 25 June 1973 and detached from the Faculty of Medicine. In 1977 the Faculty settled in its present premises where it is still carrying on with its educational operations.

Annually, about 100 students register for a basic 5 year undergraduate classified honors program of the Faculty of Dentistry, the graduates being awarded “Dentist” at the end of this program. We also offer postgraduate higher degrees by research and training programs, many of the latter being linked to specialist training. Our organization provides a full range of training with opportunities for continuous development for all departments of dentistry.

The clinical areas that make up the department have all been re-equipped within the last few years and now contain modern chairs and cabinetry; they provide an optimum clinical environment for patients, students and staff. Pre-clinic teaching facilities within the faculty include a fully equipped Phantom Head Laboratory as well as recently refurbished Prosthetic
Dentistry and Basic Science Laboratories; all lecture rooms are fully equipped with audio-visual equipment.

The Faculty consists of two divisions namely; the Division of Basic Dental Sciences and the Division of Clinical Dentistry. The Division of Clinical Dentistry has eight departments: Oral and Maxillo-facial Surgery, Prosthodontics, Oral Diagnosis and Radiology, Orthodontics, Pedodontics, Periodontology, Restorative Dentistry and Endodontics.

During the five-year undergraduate education, both theoretical and practical courses are given to the students. This education program covers pre-clinical training during the first three years and clinical practicing during the last two years.

The faculty is located in a four storied-building which has its own library, four teaching classrooms and a total of ten laboratories where the practical sessions of various lectures are held. There is a major conference hall which has 300-seat-capacity and is fully equipped with audio-visual aids. A cafeteria and catering service are available for the students and academic staff. A computer network center is located at the faculty for the specific needs of the departments.
1.2. Vision and mission

The vision of the Faculty of Dentistry is to be an internationally recognized dental school known for an innovative educational program, commitment to cultural diversity, discovery, transfer of scientific knowledge, the superior skills of diploma-holders, and highest degree of service.

The mission of the Faculty of Dentistry is to educate dentists who will provide the best oral and dental health care; to improve the health of the population and ethical character in every endeavor while demonstrating the highest quality in clinical knowledge and expertise.

The faculty has assumed an important role in directing dental care in Turkey. In this context, therapeutic services are given in complete compliance with current conditions.

The Faculty of Dentistry, abandoning the teacher-centered education as a precondition for information society and trying to adapt a student-centered educational approach, aims at training dentists who can easily cope with all the problems related to dental health. The physical capacity of the faculty is being improved gradually for the renewal of the clinics, lecture rooms and laboratories in accordance with what modern dental faculties should be, and this is coupled with the fact that Ankara University has been awarded with “Erasmus” certificate, which is sure to encourage its students and staff to participate in educational and research activities all over the world.

Visitors Comments
The Faculty is commended on its statement of vision and mission. These principles should be central to everything the Faculty plans and carries out.
Section 2

2.1 Administration

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Our Faculty is run by the faculty and executive boards that consist of professors, associate professors and assistant professors elected by all academic staff members serving in the Faculty. Together with these boards, there is the registrar’s office to design and supervise curriculum, a vice dean responsible for smooth operation of international relations, and a head doctor responsible for providing services for patients’ needs and meeting substructure and technical needs of our Faculty. The Vice Dean is supported by an educational coordination council elected by the faculty executive board and a registrar’s office supervised directly by the Vice Dean.

All essential expenditures for educational and medical operations of the Faculty are carried out by financial affairs and working capital offices.
**Organization chart**

**FACULTY BOARD**
Education and student affairs

**VICE DEAN**
Student affairs

**EXECUTIVE BOARD**
Administration

**CLINICAL DIRECTOR**

**DIVISIONS**
(Basic Medical Sciences and Clinical Dentistry)

**DEPARTMENTS**
(Restorative Dentistry, Endodontics, Oral Diagnosis and Radiology, Oral and Maxillo-facial Surgery, Orthodontics, Pedodontics, Periodontics, Prosthodontics)

**FACULTY SECRETARY**

**FINANCIAL OFFICE**

**TECHNICAL SUPPORT OFFICE**

**STUDENT AFFAIRS**

**PERSONNEL AFFAIRS**

**LIBRARY**

**COMMISSIONS:**
- Commission of Revolving Funds and Purchasing
- Commission of Technical Examination, Admission of Purchases
- Standardization commission
- Managing Editorial Board of Journal of AUFD
- Foreign assignment commission

**COMMITTEES**
- Faculty Ethical Committee
- Committee of Publicity and Social Activities
- Committee of Infection Control
- European Council Education Programmes, ECTS and International Affairs

**COORDINATOR**
Education and Coordination Board
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### Department of Oral Diagnosis and Radiology

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### Department of Pedodontics

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## Department of Periodontology

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## Department of Prosthodontics

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**Division of Basic Medical Sciences**

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**Anatomy**
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Our Faculty operates under the government of Ankara University, a state university. The Faculty budget consists of two main sources, namely the Private Budget and the Circulating capital budget. The Private Budget consists of funds granted annually according to the act of budget. Of the funds concerned, 86% is used to pay salaries for academic and administrative staff and the remaining 14% is spent on dental/medical equipment and materials/medicine for educational purposes as well as heating, electricity, water and cleaning expenses under the budget code of Goods and Equipment Purchases for Consumption, support for educational staff who join congresses and conferences in Turkey and abroad under the budget code of Travel Allowances, and communication and transportation expenses as well as expenses for the maintenance and repairing of machines and equipment under the budget code of Service Payments; also, machine and equipment needs are met through the budget code of capital expenses designated by the Rector’s Office. A similar fund is used to provide maintenance expenses for the whole building.

The circulating capital budget consists of the fund that the state pays to the Faculty as the service payment for medical treatment provided for citizens that belong to a social security system. Run under a specific law of its own, the circulating capital fund is divided monthly as follows: 30% for buying equipment, 10% the treasury share, 5% for the research fund; the remaining 55% is distributed among the faculty staff in accordance with predefined proportions. As a consequence, all workers of the Faculty are provided with an additional payment according to predetermined proportions in addition to their usual salary by the State.

As of September 2007, population of Turkey is 73,875,000; 59,897,922 people, amounting to 81% of the total population, are under the protection of social security. In the year 2007, 24,000 new patients were accepted into our Faculty.
Visitors Comments
The visitors were impressed by the commitment of staff, at all levels, to the school, students, scholarship and research. They were open to new ideas. We noted a democratic system for appointing committees, heads of department and to the post of Dean. This is a significant strength especially where there is such admirable cohesion.

There was a centralised decision making process, with a clear mechanism for recommendations to come forward from departments or committees. There was a need to gain agreement at university level, as well to conform to the pattern of dental education in Turkey. The regular meetings of senior faculty members offered an opportunity to introduce new concepts. In several respects the Faculty had led the way, being the first dental school in Turkey to have a committee devoted to ethics.

The listing of staff by departments within Division 1 is indicative of the School’s educational traditional departmentalized approach. There is a significant concentration of faculty members in Prosthodontics. This is partly due to the fact that this department embraces some of the subject matter and clinical material more frequently seen in Restorative Dentistry with some duplication and omissions. Perhaps the Divisional structure offers a significant opportunity to open departmental boundaries and implement a more integrated approach in clinical dentistry especially between Restorative Dentistry, Prosthodontics, Periodontology, Endodontics and “Integrated Patient Care”. The visitors refer to the ADEE profile of the European Dentist as a basis for this suggestion.

With regard to budget it is difficult for the visitors to comment in any detail. Clearly the Dean and his colleagues have been very successful and innovative in the use of available resources. The sustainability of all dental schools is predicated on a consistent and predictable income. This must take account of advances in the biomedical and biotechnological sciences as well as an increasing patient demand for more sophisticated and costly forms of treatment. In Ankara there is a significant dependence on income generated from patient care services. As alluded to in other comments this could have a catastrophic impact on the institution if income generation takes precedence over its primary duties in education, research and setting benchmarks for acceptable standards in patient care. It is generally accepted that despite the fact that over 80% of Turkish citizens are covered by social insurance the dental care service infrastructure is simply unable to cope with demands. This in turn results in unrealistic expectations from the Dental School to provide for those who otherwise cannot find treatment. A solution needs to be agreed between the Dental School and state authorities to protect the strategic responsibilities of a modern dental school. Reciprocity from the School in implementing a strong public dental health academic structure would be a valuable compromise.
Section 3

Academic structure

3.1. Division of Basic Medical Sciences
3.2. Division of Clinical Dentistry
3.2.1. Department of Pedodontics
3.2.2. Department of Oral and Maxillofacial Surgery
3.2.3. Department of Periodontology
3.2.4. Department of Restorative Dentistry
3.2.5. Department of Oral Diagnosis and Radiology
3.2.6. Department of Prosthodontics
3.2.7. Department of Endodontics
3.2.8. Department of Orthodontics
3.2.9. SWOT analysis

Academic structure

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The Faculty of Dentistry of Ankara University is composed of 2 divisions and 9 departments. The divisions are:

(1) Basic Medical Sciences

(2) Clinical Dentistry Sciences

At present the academic staff of the faculty consists of 78 (4 in basic dental science and 72 in clinical dentistry divisions) full and 9 part-time professors, 19 associate professors, 1 assistant professor, 61 research assistants, 1 specialist and 1 instructor. The main purpose of the faculty is to educate required qualified dentists. The Faculty of Dentistry offers D.D.S. degrees. Higher degrees in the field of dentistry are offered by the Graduate Institute of Health Sciences. Duration of education at the faculty is 5 years (10 terms). The Faculty of Dentistry also serves the public by means of accepting patients on a circulating capital basis and functions as a dental hospital.
3.1. Division of Basic Medical Sciences:

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The students take courses to get the basic medical notion. The courses are as follows. The first year: Physics, Biochemistry, Organic Chemistry, Medical Biology and Genetics, Biostatistics and Computing; Second Year: Biophysics, Microbiology, Histology, Physiology, and Anatomy; the third year: Pathology, Pharmacology and Topographical Anatomy.

The basic courses which will help the students to gain a general insight to dentistry are given by this division. The courses are concentrated on anatomy, histology, pathology, bio-chemistry, microbiology and physiology. The students have the chance to use multidisciplinary laboratories which are equipped with microscopes, devices to perform biochemical and pathological analysis. In this division, the laboratory tests of the patients can be carried out and these laboratories can also be utilized for research purposes.

Basic Medical Sciences division of the Faculty operates under the supervision of the Department of Basic Dental Sciences.

Courses for the first and second year students include Anatomy, Organic Chemistry and Biochemistry, and Microbiology; course for the fourth year students include Biochemistry of the Mouth, Microbiology of Mouth and Topographic Anatomy. The Department also coordinates courses in Basic Medical Sciences given by visiting professors from various faculties.

This division features one Multidiscipline Laboratory designed for practical training for histology, physiology, biochemistry, pathology and medical biology. Practical anatomy training is carried out in one model laboratory and one anatomy hall.

In addition, in recent years, an ELISA Laboratory has been set up so that all our staff, especially our students, can be protected against hepatitis B, hepatitis C and AIDS, contamination conditions can be prevented and patients applying to our Faculty can be informed. The laboratory has been equipped to provide hepatitis B, hepatitis C and HIV scans.
3.2. **Division of clinical dentistry**

Clinical dentistry includes 8 departments. The students, in the last two years, are permitted to work in the patients’ clinics under the supervision of the teaching staff. All departments have their own clinics and lecture rooms.

3.2.1 **Department of Pedodontics**

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The department consists of 5 total of 9 academic staff – 5 professors and 4 associate professors – and 23 research assistants, 13 of whom are currently preparing their theses. There are a total of 9 members of administrative staff. Featuring 26 units, the department is capable of dealing with a high number of patients. The high number of units, together with “deep sedation” technique and our anesthetics expert, means that at least 2 anxious child patients can be treated almost each day, one in the morning and one in the afternoon. Department of Pedodontics is the only department of its category in Turkey to treat so many patients by means of this technique. So far, as many as 400 patients have been treated through this technique. Alongside with uncooperative children, mentally handicapped children can be treated by means of deep sedation technique as well. In those children who do not respond to deep sedation technique, both tooth extractions and dental treatments are carried out in Oral and Maxillofacial Surgery department under general anesthesia.

That a single room has been spared for 23 research assistants, students’ performance cannot be evaluated upon their initiation to the clinic and tutor-student relation cannot be maintained fully, are negative aspects. Yet another negative aspect is the fact that the department does not have a seminar hall of its own. In additions, only 7 of all research assistants are included in the permanent staff list, which causes difficulties for the remaining ones.

Theoretical pre-clinic training of undergraduate students starts in the second term of the third year. Under the supervision of the teaching staff, students make use of phantom primary teeth featuring the same hardness and morphological features of real primary teeth and learn cavity preparation, filling and various treatment techniques.

Although clinical facilities are not fully satisfying in terms of equipment, the department is competent in terms of units. The department provides each student with one unit and related material.
3.2.2. Department of Oral and Maxillofacial surgery

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The department consists of 17 professors, two of whom are part-time, 1 associate professor and 1 assistant professor.

Because the number of students is high, students may fail to find opportunity for practical application (for example in tooth extraction, root extraction, minor surgical operations). Physical conditions can also cause problems for the large number of students.

Despite this, thanks to highly experienced teaching staff, students can learn current treatment and surgical approaches and combine theoretical information with practical knowledge. Students are also provided with the opportunity of working with patients under the supervision of senior research assistants.

The Department of Oral and Maxillofacial surgery consists of a clinic, local operation room, general operation room and its ward for patients. While such polyclinic services as surgical operations and tooth extraction are provided in the clinic, local operation room is for minor operations and implant surgeries under local anesthesia and the general operation room is for treatment and maxillofacial surgical operations under general anesthesia. Students participate actively in clinical activities, assist in applications in the local operation room and observe in the general operation room.

One outstanding feature of the Department is that it features the most comprehensive patients’ ward in Turkey.
3.2.3 Department of Periodontology

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The department consists of 8 teaching staff, 6 research assistants and 10 doctoral students.

The department features a total of 22 dental units, 16 of which are allocated for routine clinical applications and the remaining 6 units are for periodontal and implant surgery. Routine periodontal treatment is carried out in the open clinic where 16 units are present; surgical applications are carried out in two separate operation rooms. Teaching staff, research assistants and students use the same clinic.

The clinic has a high potential of patients; both the teaching staff and research assistant provide students with both theoretical information and practical applications on patients and in small groups for tutorial purposes.

Research concerning clinical periodontology is carried out within opportunities provided by the clinic.

Both the teaching staff and research assistants of the Department have in constructive and cooperative relations with members of other departments.

In the department, surgical and non-surgical periodontal treatments, and implant surgeries are carried out.

As research facilities are confined to the clinical framework, support for laboratory work is obtained from the Molecular Biology Laboratory of the Dental Faculty, Science Faculty, Faculty of Medicine and Faculty of Pharmacy of Ankara University, as well as various units of other universities.

The department lacks a comprehensive research laboratory where research on periodontology can be done.

Making use of international literature on periodontology, the Department aims to educate undergraduate and postgraduate education students who possess current information about their field and who are aware of current periodontal problems of Turkey as well as their solutions, and to provide both dental faculty students and postgraduate school students with knowledge and skills in diagnosis and treatment.
3.2.4. Department of Restorative Dentistry

Person who is responsible to prepare this section of the report:

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The department consists of 5 professors, 4 associate professors and 14 research assistants. The clinic, where fourth and fifth year students work with research assistants, features a total of 19 units; there is also an 8-unit clinic for the teaching staff, which the Department shares with the Department of Endodontics.

In the Department, research is carried out both in Turkey and abroad on all topics, especially on material information and both doctorate programs and masters programs – with or without thesis – are run.

Physical facilities of the Department are limited. In the student clinic, there is 1 unit per student and 1 unit for 2 research assistants. In the clinic for the teaching staff, there is 1 unit per 2 tutors. In addition, there is not a Scanning Electron Microscope (SEM) in the Faculty that will facilitate scientific research, while the number of patients is great, as a result of which certain problems arise.

3.2.5. Department of Oral Diagnosis and Radiology

Person who is responsible to prepare this section of the report:

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The Department consists of 3 professors, 2 associate professors, 1 lecturer, 1 specialist and 4 research assistants. Alongside with health services, academic research, pre- and post-graduation teaching and training programs are run in harmony with theoretical, seminar and practical application phases.

The Department of Oral Diagnosis and Radiology is an academic unit where oral and maxillofacial tissue and organs are studied systematically, all physiological and pathological changes concerning these structures are interpreted both clinically and radiographically, and their treatment is designed.
The Department provides services in two clinics: Oral Diagnosis Clinic and Radiology Clinic. Oral Diagnosis Clinic features a total of 9 units where patients’ initial examination and treatment planning after radiographic evaluation are carried out.

Radiology Clinic features 8 conventional dental x-ray devices and 1 panoramic x-ray, 2 automatic developing devices and 2 manual conventional developing tanks in dark room. In addition, there are 2 intraoral digital scanning systems for academic studies.

Three x-ray technicians serve in the Radiology Clinic. These are technicians none of whom have received any official education in their field; all these technicians have been trained in the Department, as a result of which they are far from being thoroughly efficient. Presence of expert x-ray technicians capable of bearing the responsibility of organizing and operating the Radiology Clinic will help increase productivity in the clinic.

Today, rapidly-developing advanced scanning techniques are widely used in dentistry. However, as we do not have technological equipment and facilities to meet the great demand in the Radiology Clinic, we are obliged to send patients to private clinics or centers other than the University itself for dental tomography and MR scanning that we desperately need, especially for diagnosis of TMJ pathologies and implant planning. If the Department possessed dental volumetric tomography, which many centers have, it would be very useful in meeting the demand from both departments in the Faculty and sources from outside the University, and in academic studies.

In both clinics of the Department, examination and treatment planning for each patient is completed within the day and appointments are organized with patients – not including those who required immediate treatment and who come from other cities – for panoramic scanning. This is because there is only one panoramic x-ray device present and an overuse results in breakdowns.

In order that more time can be spared for each patient, both diagnosis and treatment planning can be carried out more reliably and in better conditions in both clinics, it is essential that current equipment and the number of personnel in the Department should be taken into consideration and the number of patients should be kept at a reasonable level; patients need to be accepted according to an appointment system and there need to be daily quotas for the number of patients. This way, radiological study can be obtained through digital scanning systems and transferred speedily to all units concerned within the Faculty through the online systems, and all visuals can be kept for future use.
3.2.6. **Department of Prosthodontics**

**Person who is responsible to prepare this section of the report:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Prof. Dr. Bengül Yurdukoru</th>
<th>Prof. Dr. Funda Akaltan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Chairman of Department).</strong></td>
<td>(ADEE representative of Department.)</td>
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</tr>
<tr>
<td>e-mail:</td>
<td>bengü<a href="mailto:l.yurdukoru@dentistry.ankara.edu.tr">l.yurdukoru@dentistry.ankara.edu.tr</a> <a href="mailto:akalatn@dentistry.ankara.edu.tr">akalatn@dentistry.ankara.edu.tr</a></td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td>+90 312 2965693</td>
<td>+90 312 2965712</td>
</tr>
</tbody>
</table>

The department consists of 22 professors, 2 associate professors and 30 doctoral students, all of whom actively participate in providing undergraduate, graduate and doctorate programs. In addition, there are 2 secretaries for patient admission, 1 department secretary, 4 nurses, 5 prosthesis technicians and 3 aides.

Teaching and training programs are run by the teaching staff and their assistants on the basis of pre-clinical studies in the first three years and clinical training in the last two years. That the number of academic personnel is sufficient is an advantage for teaching and training.

Courses on both theory and practical applications are run under the supervision of academic staff in such branches as fixed prosthesis, full prosthesis and partial prosthesis. Theory-based courses include maxillofacial prosthesis and such multidisciplinary issues as Dental Materials, Implant supported dentures and fixed prosthesis, TMJ disorders and Community Dental and Oral Health.

Theory-based courses are held in lecture rooms with technical equipment and clinic studies are organized in small groups. Theory-based courses which require practical application are held in pre-clinic and phantom laboratories. The fact that there are many students in classes makes both supervision and communication difficult in both theoretical and practical courses.

Students in clinical studies undertake 5 separate training courses in one year under the supervision of 3 academic staff and their assistants. These students are responsible for collecting course scores determined at the start of each academic year by means of treatment they apply on patients, as well as preparing papers on certain topics. Students complete their clinical education in a unit of their own.

In undergraduate education, academic staff takes care of courses in prosthodontics. In the first 2 years of their education, doctoral students undertake theory-based courses and are asked to fulfill seminar credits. Doctoral students of related departments from other universities are also provided with post-graduation education and training.

There are 11 units in the clinic that the academic staff use and 32 units in the clinic that research assistants and students use, amounting to 43 in total; this figure makes it possible for a large number of dentists to treat a large number of patients. Technicians of the Department deal with such tasks repair and polishing of temporary bases in prosthodontics treatment; technicians from outside the Faculty can be
required to carry out other related tasks. In terms of public relations, levels of post-treatment are held high thanks to students and the academic staff, which helps build self-confidence.

The academic staff and their assistants carry out project-supported research activities in such fields as mechanical and chemical features of dental materials, strength analysis in prosthodontics treatment, clinical observation and electromiography. During these research activities, such research tools within the research laboratory as the Instron device, color analysis device, thermocycling device, abrasion and cross-section machine. This laboratory serves researchers from other universities as well.

The Department organizes congresses in Turkey and abroad, and members of the Department participate in congresses.

Doctoral students fail to pursue an academic career due to the fact that there are no enough vacant academic positions. This factor discourages them from making further research. In addition, the number of qualified personnel is far from being satisfactory. Sponsorship activities in researches are limited to personal efforts.
3.2.7. Department of Endodontics

Person who is responsible to prepare this section of the report:

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The Department consists of 7 professors and 2 associate professors, one of whom is currently working in the Faculty of Dentistry of Near East University. There are a total of 17 doctoral students, 12 of whom are currently working on their theses and the remaining 5 are to complete the pre-proficiency stage; 9 of these students are research assistants. There are 9 auxiliary staff members in the Department.

In undergraduate education, theoretical courses are given in the second, third and fourth years. Practical pre-clinic courses are held in the second and third years in the phantom laboratory. Students acquire practical clinic training for three weeks in the fourth year and for four weeks in the fifth year. Treatments that they undertake are supervised by research assistants serving as their advisors and the academic staff.

Postgraduate program is run under the supervision of the academic staff. In the first two years of their education, doctoral students both receive theoretical information and gain experience by treating a huge number of patients. They are expected to prepare and present 2 papers prior to the proficiency test. After the test, they complete the program by preparing their thesis.

The Department features a total of 24 units, 4 of which are in the clinic for the academic staff and the remaining 20 units are in the clinic for research assistants and students; patients at and over the age of 18 are treated in these clinics.

In the Department, every Wednesday between 09.30 and 10.30, doctoral students present their papers in the seminar room of the Department; alternatively, research articles and case reports in the field of endodontics are presented and discussed.
3.2.8. Department of Orthodontics

Person who is responsible to prepare this section of the report:

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Phone: +90 312 2965642 +90 312 2965650

The Department consists of 11 academic staff members, 19 research assistants – 4 of whom are foreign citizens – and 12 administrative staff members.

There are two clinics in the Department and a total of 17 units, with 13 units in Clinic A and 4 units in Clinic B. In addition, the Department has 1 x-ray unit, 1 sterilization room, 1 student laboratory and 1 technician laboratory.

In undergraduate program, orthodontics courses start in the third years; students receive 2 hours of theory-based instruction in the first term and they receive 2 hours of theory-based and 1 hour practical training in the second term. In the fourth year, there are 2 hours of theory-based instruction and a 3-week practical training in each term. In the fifth year, students join a five-week practical training session.

Among strong points of the Department can be listed the fact that the Department possesses a powerful teaching staff and that both research assistants and students are able to treat a wide range of patients because of various fields of interest of the academic staff members. Great importance is given to seminars, case meetings and literature analysis hours. Research assistants handle each case together with members of the academic staff. Compared to that of similar department in Turkish universities, the Department possesses a richer archive.

One point that needs improvement is that the room for the research assistants is inadequate; all research assistants have to share the same room.
3.2.9. SWOT Analysis for Administrative and Academic Services

**Strengths**
1. Presence of qualified academic staff members to provide support for the management.
2. Wide acceptance of concept of participatory management.
3. High levels of the use of advanced technology in service provision.

**Weaknesses**
1. Inadequate number of administrative and auxiliary personnel.
2. Low salaries which result in academic career falling from favor.
3. Discrepancy between professional title and the position to which the individual is appointed.
4. That institutional identity is not strong enough.

**Opportunities**
1. In-service training
2. Infrastructure investments and technological improvements
3. Attempts to initial e-state application through government policies.
4. Formation of new administrative units.
5. That the country and the society in general have been undergoing a radical change
6. Demands for speedy transformation that stem from initiation into the European Education and Research fields.

**Threats**
1. Facing difficulties in keeping up with rapid technological developments.
2. The great number of bureaucratic obligations that need to be met.
3. That it takes time to transform received attitudes and behaviors; resistance to change; failure to get lower levels to accept change.
**Visitors’ comments**

There is a large number of departments, with good levels of staffing and expertise. They were efficiently managed. The SWOT analysis provided above demonstrates the insight and leadership that have brought the School to its present position of strength.

The traditional departmental structure reflects the physical lay-out of the building. Many departments were quite spacious and had good levels of light. 110 students could be accommodated in the prosthetics laboratory. However, allocation of space and resources must be dictated by the future priorities of the school and modern educational principles especially if there is to be a serious attempt to provide a more integrated undergraduate training program, promotion of integrated clinical care and small group learning arrangements.

Each department is responsible for its own lecture programme and clinical sessions within its clinic. Recently some inter-departmental teaching has been organised, and there were workshops on implantology and the temporomandibular joint. The visitors encourage this to be further developed as a priority, especially as it will allow certain important themes to be given greater prominence, e.g., prevention and public health dentistry. Once again the visitors advocate more integration.

Treatments were comprehensively recorded for each patient and student in computer systems, managed within each department. Students had a welcome opportunity to assess new adult patients in the Oral Diagnosis department. They then discussed a preliminary treatment plan with a clinical adviser (postgraduate student and/or a clinical professor).

The Oral and Maxillofacial Department has an in-house bed facility to support complex treatment. 4th and 5th year students have good opportunities to observe this treatment. Students each carry out 65 extractions.

Opportunities should be provided for students to treat patients in a series of integrated procedures and not be restricted to a single procedure in a single department. ‘Total patient care’ was a concept many staff and students would welcome.

In Orthodontics patient care is often extended over one or two years and it is important that students are given an opportunity to observe the results of treatment in the same patient from diagnosis to completion. This requires more flexibility in scheduling arrangements that are probably dictated by other clinical disciplines.

The Pedodontics Department was particularly under pressure from the increase in patients, especially as new child patients (up to 16 years of age) were assessed in the department (see reference above to patient overload).

There were few dental nurses. Departments could consider junior students assisting 4th and 5th years at least for some sessions. This would give both categories of student experience in four-handed dentistry. There were staff clinics adjacent to student chairs. Opportunity for students to observe in a form of specialists’ clinics could be valuable.

There was an impressive and productive ELISA Laboratory. In this context, there was a discussion as to how different schools and national health care systems had responded to the growing threat of fluid borne viruses and the legal, psychological, sociological and human rights issues involved in testing and consent.
Section 4

Curriculum and general educational approach

4.1. Academic calendar
4.2. Undergraduate education
4.3. Curriculum and credits
4.4. Weekly time table
4.5. Education and training system
4.6. System for evaluation of success
4.7. Quality control of education and training system
4.8. Physical infrastructure
4.9. Curriculum
4.9.1. Prosthodontics
4.9.2. Oral and Maxillofacial Surgery
4.9.3. Periodontology
4.9.4. Endodontics
4.9.5. Orthodontics
4.9.6. Pedodontics
4.9.7. Restorative Dentistry
4.9.8. Oral Diagnosis and Radiology
4.9.9. Multidisciplinary lectures
4.9.10. Basic Medical Science
4.9.10.1. Biological, pre- and para-clinical sciences
4.9.10.2. Human diseases

Curriculum and general education approach

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Phone: +90 312 2965505-04………
4.1. **2007-2008 Academic Calendar** is shown below:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>17th September 2007 - 18th January 2008</td>
<td>Autumn Semester</td>
</tr>
<tr>
<td>2007 - 2007</td>
<td>Autumn Semester Make-Up Exams</td>
</tr>
<tr>
<td>21st January 2008 - 28th January 2008</td>
<td>Autumn Semester Final Exams</td>
</tr>
<tr>
<td>11th February 2008 – 03rd June 2008</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>May 2008 - May 2008</td>
<td>Spring Semester Make-Up Exams</td>
</tr>
<tr>
<td>09th June 2008 – 11th July 2008</td>
<td>Spring Semester Final Exams</td>
</tr>
<tr>
<td>21st July 2008-18th August 2008</td>
<td>Re-Sit Exams</td>
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</table>

4.2. **Undergraduate education**

Undergraduate education covers a total of five years, each of which covers two terms of 16 weeks. Courses in the curriculum and the training period of the fourth year students start on the third week of September, whereas the training period for the fifth year students starts on the second week. The training period for the fourth year students ends on the third week of May; courses end on the first week of June and the training period for the fifth year students ends on the last week of June. Final and make-up tests continue up until the end of July. There is a two-week midterm break in January and February for the courses.

The first three years of the undergraduate program covers courses that focus on basic sciences and basic medical sciences, with introductions to dental issues. In the last two years, there are detailed courses on basic medical sciences and clinic training for dentistry, supported with theory- and practice-based courses. In the fourth and fifth years, practical training for all courses in the clinic is completed. At the end of their five-year education, students are granted the title “dentist”.

4.3. **Curriculum and credits**

The curriculum for each semester is presented in the *Appendix I*.

4.4. **Weekly time table**

The weekly time table for each semester is presented in the *Appendix II*.
4.5. Education and training system

In courses, notes for topics taught are given and students are guided to source books (mainly in English). In practical applications, in pre-clinic classes, applications are done on model and phantom heads and papers assigned to students are checked.

Pre-clinic classes: In addition to basic medical courses in the first and second years, students start courses of prosthesis in the first year, treatment of dental diseases and basic education in endodontics in the second year, and of all other dental science branches in theory level in the third year. In the first three years, basic education on prosthodontics and treatments of dental diseases are carried out alongside with practical applications on model and phantom heads.

Clinic classes: In addition to basic medical courses in the fourth year, there is a half-day (in the afternoon) practical clinic application phase for all branches of dental science. In clinic classes, students are grouped (in oral diagnosis and radiology, periodontology, treatment of dental illnesses, endodontics, ortodontics and pedodontics clinics, “small groups” of 10-12 students; in surgical and prosthesis clinics, “big groups” of 20-24 students) to carry on with practical applications. Small groups complete their training in three weeks while big groups complete it in six weeks. Assessment of success during clinic classes is made by means of practical and theory-based test to be given at the end of the year, provided that points required by the Departments during clinic classes have been taken.

In the fifth year, again, there is the system of small and big groups; in this case, groups of students receive 4 and 8 weeks of clinic classes, respectively. Assessment of success during clinic classes is made by means of practical and theory-based test to be given at the end of each clinical course, provided that points required by the Departments during trainings.

All clinic training in clinic classes are given and supervised by the academic staff and their assistants.

4.6. System for the evaluation of success

In theory-based courses, students’ success is assessed by means of two mid-term tests, each given in the first and second semester, and one final test at the end of the year. Students who fail the final test take the make-up test; if they fail once again, they are considered “failed” and lose one year. In calculating students’ scores, percentages determined by the Faculty Council (40% for the mid-term test and 60% for the final test) are taken into consideration. In courses on basic medicine and dentistry, papers presented in practical applications throughout the year are assessed as “passed” or “failed”. In courses where practical applications are included, practical applications in final and make-up tests are considered as the lowest passing grade and those students who pass this stage are given the theory-based test. In clinic classes, depending on the branch, practical applications are made as oral tests either on patients or with the use of model or radiography. Students who succeed in these oral tests enter theory-based tests.
4.7. Quality control of education and training

At the start of each semester (summer and spring) “student satisfaction” questionnaires are applied so that pre-clinic and clinic students can evaluate the department and academic staff and their assistants responsible for practical and theory-based courses.

4.8. Physical infrastructure

Students at the Faculty of Dentistry of Ankara University have the right to benefit from all education and research facilities provided by Ankara University.

In addition, there are 4 classrooms (covering a total area of 351 m²) in the Faculty building, pre-clinic and clinic student laboratories, clinic technician laboratory, ceramic research laboratory and metal casting laboratory, a laboratory where studies on anatomy, endodontics and restorative treatment are carried out, and basic medical sciences laboratory for students to use. Total land of these laboratories is 1084 m². The Faculty has the most developed Phantom Head Unit in Ankara and students (currently in restorative dentistry, pedodontics and endodontics) are prepared for clinic trainings.
4.9. **Curriculum**

**Aim:**
The aim of dentistry education is to develop qualified professional dentists who deal with oral and dental health that includes all the dimensions of human health; who are sensible towards all kind of alterations and developments about knowledge and technology of oral and dental health that may realize in time; and who are able to reflect those developments and changes to the services they offer; who are able to offer both preventive and treatment services on oral and dental health effectively in every aspect that the profession necessitates; who are be able to plan, implement, and evaluate the results of the services offered and carry out all the duties and responsibilities by considering the ethical principles of conduct as an effective member of the health team.

**Objectives:**
- Sustainable development of protective oral and dental health services
- Sustainable development of treatment of oral and dental health services
- Develop self-care skills of the society.
- Implement a holistic approach in oral and dental health.
- Develop a responsibility towards life-long learning and improvement.
- Contribute to and track of professional development and change.
- Ability to change professional knowledge into practice.
- Ability to make, apply and evaluate a work plan based on evidence and research.
- Ability to think critically during applications.
- Ability to develop effective and constructive relationship with patients, relatives of patients, other doctors and helping personnel during professional application.
- Behave properly towards legal, and ethical principles.
- As an effective member of the team, be able to act as a planner, a participant and an analyst.
- Ability of becoming a leader and initiate action for change in the profession.

The *core curriculum* can be divided into two parts, as follows:

1- The topics should be learned only *at knowledge level* and
2- The topics should be learned *both at knowledge and application levels.*
4.9.1. Prosthodontics:

Topics in core curriculum (In alphabetic order):

**At knowledge level**
- Acrylic resins
- Bonding Agents
- Dental cements
- Dental occlusion
- Dental terminology
- General properties of dental materials
- Impression materials
- Mandibular movements
- Metals and metal alloys
- Occlusal trauma and therapy
- Occlusion types
- Physiology of masticatory system
- Soft denture liners and tissue conditioners
- The adhesion criteria of restorative treatments
- The importance of saliva in dentistry

**Both at knowledge and application level**
- Adhesive prosthetic treatments
- Attachments and telescopic crowns
- Biomechanical criteria in prosthodontics (denture retention and stability)
- Clinical examination
- Dental articulators and face-bow transfers
- Dental bridges and pontic types
- Dental cementation
- Dental porcelain and techniques
- Denture adjustments, patient complaints and periodic controls
- Diagnosis and treatment planning in dentistry
- Full and partial crowns
- Geriatric dentistry
- Impression techniques and dental models
- Inlays and onlays
Laboratory techniques for denture fabrication
Laminate veneers
Mechanical and physical tooth erosion and treatment
Model simulation procedures in laboratory
Post-core restorations
Prosthetic mouth preparation
Prosthodontic failures and repair techniques
Rebasing and relining procedures for removable dentures
Removable partial denture components and treatment planning
Specific conditions for prosthodontics (overdentures, single complete dentures, immediate dentures, combined prosthesis, precision attachments)
Tooth color, tooth form and aesthetic in dentistry
Tooth morphology and manipulation
Tooth preparation and gingival retraction
Tooth selection, tooth arrangement and try-in procedure
Vertical and horizontal relations in prosthodontics

The prosthodontic education takes five years. The first three years are devoted to preclinic practice and final two years are devoted to clinical practice. During the preclinic period, the students are given detailed education about the oral structures and morphologic concepts and carry out various laboratory practices in order to improve their manipulative abilities. The students get acquainted with fixed and removal partial and total prosthesis and classifications. The students start to work on patients during their clinical period and have opportunity to practice their preclinical background.

Students in clinical studies are responsible for collecting course (Fixed and partial dentures) scores determined at the start of each academic year by means of treatment they apply on patients, as well as preparing papers on certain topics.

Graduate students should able to examine patients, have an idea about dental materials and prosthetic rehabilitation techniques, able to decide the prosthetic rehabilitation of the patient and should inform the patient about the prosthetic needs, able to rehabilitate the patients with complete (overdenture, full denture) and removable partial (clasp retained and attachment retained removable partial denture, immediate denture) dentures, and fixed (full crowns, metal-fused to porcelain crowns and bridges, post-core restorations, adhesive bridges) restorations. Graduate students should identify the patient who is suitable for implant supported prosthetic restoration and maxillo-facial prosthesis and diagnose the patients who have temporomandibular joint problems and refer these patients to specialists.
4.9.2. Oral and Maxillo-facial Surgery

Topics in core curriculum:

At knowledge level

Abscess and paths of spread
Anamnesis
Apical resection
Approach to geriatric patients
Basic surgical principles, preoperative preparations and post operative care
Biomaterials
Bone diseases
Cleft lip and palate and surgical treatment
Clinical examination in dentistry
Complications and emergency situations in dentistry
Cysts
Dental approaches in oncologic patients
Diagnosis and treatment of oral soft tissue diseases
Diagnosis and treatment of radioopaque, radiolucent and mix lesions
Diagnosis and treatment of salivary gland
Disinfection and sterilization in dentistry
Drug administration (Oral inhalation, local, IV, IM, SC, intradermal)
Emergency situations in systemic diseases and their treatment
Evaluation of patient, vital signs, vital indicators
Face and jaw fractures
First aid and cardiopulmonary resuscitation
Focal infection
General anesthesia and sedation in dentistry
Growth and development of jaws and face
Guided tissue regeneration and application of biomaterials
Headache, jaw and facial pain-Diseases of the jaw and facial nerves
Hemorrhage and its treatment
Immunology
Indication for the extraction of deciduous teeth
Indications, contraindications and complications of dental extractions
Infection diseases
Jaw anomalies and orthognathic surgery
Lymphatic System
Maxillary sinus and sinus surgery
Maxillofacial syndromes
Model simulation applications
Oral cancer; epidemiology and risk groups
Pathogenesis of impaction
Preprosthetic surgery
Prophylaxis in dentistry
Relationship between patient and doctor in dentistry
Shock
Surgical procedures in oral and maxillofacial region and their complications
Surgical treatment of dental trauma
Systemic diseases
Techniques of biopsy
Techniques of dental extractions and extraction of impacted teeth
Techniques of local and regional anesthesia
Techniques of suturing
Terminology of Oral and maxillofacial surgery
The role of surgery in multi-disciplinary approaches
Use and care of dental instruments
Vital signs
Wound and wound healing

Both at knowledge and application level
Clinical examination
Incision techniques
Local infiltrative and regional anesthesia
Removal of retained root
Tooth extraction

The students have surgery courses in the third year of their education. The students are given courses in oral and maxillofacial diseases and surgery, various techniques used in dental anesthesiology, tooth
extraction techniques, incision types and surgical approach to medically compromised patients. Students participate actively in clinical activities, assist in applications in the local operation room and observe in the general operation room.

Students in their forth year have 20 hours (per week) of practical education for 1 month. In this period each student should take 15 anamneses from patients and should extract 25 teeth.

Students in their fifth year have 25 hours (per week) of practical education for 2 months. In this period each student should observe clinical and operational applications, extract 65 teeth and also assist 15 minor surgical operations.

The goal is to give the notion of surgery to dental students and to give knowledge about the diseases, pathologic lesions, anomalies belonging to oral and maxillofacial region and and their conservative and surgical treatments.

After graduation it is expected from a dentist who has got this education to be capable of;

- Making the initial diagnosis of these situations,
- Referring the patients which he can not treat to an oral and maxillofacial department or a surgeon,
- Extracting teeth and performing simple operations such as impacted teeth or apical resection,
- Treating dental and oral infection,
- Struggling with oral surgical complications such as postoperative bleeding,
- Following new developments in dentistry and oral and maxillofacial surgery and maintaining their communication with other dentists.
4.9.3. Periodontology

Topics in core curriculum:

*At knowledge level*

Biomaterials
Chemotherapeutic agents in the treatment of periodontal diseases. (Periodontal Medicine)
Classification and etiology of periodontal disease.
Guided tissue regeneration and biomaterials
Influence of systemic disease and disorders on the periodontium.
Pathogenesis of periodontitis
Periodontal disease and its treatment
Periodontal indices
Periodontal surgery, problems, failures and their management.
Periodontal terminology
Preparation of the periodontium for restorative dentistry
Prognosis and treatment plan of periodontal disease.
Saliva and periodontal disease
The periodontal tissues: Histology, morphology, embryology and physiology
Wound healing following periodontal treatment

*Both at knowledge and application level*

Dentin sensitivity and its treatment
Esthetics in periodontal therapy
Local antimicrobial treatment in periodontal disease
Non surgical periodontal treatment, problems, failures and its management.
Oral hygiene monitoring, motivation of the periodontal patient…
Patient’s complaint and history
Periodontal examination
Periodontal instruments
Periodontal maintenance phase
Periodontal radiology
Periodontal recordings
Periodontal treatment for older adults
Plaque control and basic periodontal treatment (scaling)
Prophylaxis in periodontology
Sterilization and disinfection in dentistry
Treatment planning in periodontology

Both the teaching staff and their associates provide students with both theoretical information and practical applications on patients and in small groups for tutorial purposes. The Department aims to educate undergraduate students who possess current information about their field and who are aware of current periodontal problems of Turkey as well as their solutions, and to provide students with knowledge and skills in diagnosis and treatment periodontal problems. The forth year students should treat gingivitis patients and fifth years student are responsible to treat both gingivitis and periodontitis patients and assist surgical therapies during their courses.

Periodontology courses are given at theoretical level in the third year and continues as theoretical and practical applications in the forth year. The fifth year is solely donated to clinical applications. The topics taken in the third year include morphology and physiology of periodontium, bacterial plaque, gingival and periodontal diseases and introduction to the diagnostic and treatment instruments used in periodontology. The course given in the forth year covers various periodontal surgical techniques. The students carry out non-surgical periodontal therapies and assist the surgical procedures. These are intensively repeated during their internship period in the fifth year.

The objectives of the periodontology courses and clinical trainings are to educate students with knowledge of diagnosing periodontal problems and evaluating oral hygiene conditions of patients and capable of applying non-surgical periodontal treatment. The assessment methods for these qualifications are written and oral exams and clinical performances evaluated during their clinical trainings.
4.9.4 Endodontics

Topics in core curriculum:

At knowledge level

Apical resection
Dental materials and their general properties
Effect of filling materials on pulp tissue
Histology, morphology, embryology and physiology of tooth and support tissues
Pulp diseases and their etiologies
Systemic diseases and their relations with dentistry
Temporary filling materials

Both at knowledge and application level

Dental trauma and treatments
Diagnosis and treatments of pulpal diseases in permanent teeth
Discoloration of teeth and bleaching methods
Disinfection and sterilization in dentistry
Endodontic therapy of young permanent teeth, apexification
Model simulation applications
Root canal morphologies and access cavities
Use and maintenance of equipments in dentistry

In undergraduate education, theoretical courses are given in the second, third and fourth years. Practical pre-clinic courses are held in the second and third years in the phantom laboratory.

Pre-clinic students are responsible for entrance cavity for endodontic treatment in the second year on extracted teeth and phantom models. The third year students are responsible for canal preparations and filling by using extracted teeth and phantom models. Clinic students acquire practical clinic training for three weeks in the fourth year and for four weeks in the fifth year directly with patients. Treatments that they undertake are supervised by research assistants serving as their advisors and the academic staff.

Endodontic education takes four years as a preclinical application to second and third year students and clinical application to forth and fifth year students. The preclinical education covers both practical and theoretical trainings. The preclinical applications are carried out on extracted human teeth and on phantoms starting from the third year. The clinical applications start from the forth year where the students have opportunity to practice their preclinical background on patients.

The primary aim of the Department of Endodontics is to provide a learning environment to enable the student to develop an understanding of the biological/clinical principles of endodontics and the clinical skills to diagnose and treat pulpal/periapical disease processes
4.9.5 Orthodontics

Topics in core curriculum:

*At knowledge level*
- Abnormalities of jaws and orognathic surgery
- Growth and development maxillofacial region
- Cleft palate and lip; treatment
- Multi-disciplinary approaches in orthodontics
- Orthodontic anomalies and etiologies
- Treatment approaches in orthodontic anomalies (Functional and fixed)
- Orthodontics, orthopedics and natural forces
- Medical history
- Occlusal guidance in pediatric dentistry and treatment approaches.
- Diagnosis and treatment planning in dentistry
- Interceptive orthodontic treatment
- Preventive orthodontic treatment
- Removable appliances in orthodontic
- Retention treatment in orthodontics

*Both at knowledge and application level*
- Removal appliances
- Diagnostic models
- Retention appliances
- Case presentation
- Interceptive orthodontic treatment

In undergraduate program, orthodontics courses start in the third years; students receive 2 hours of theory-based instruction in the first term and they receive 2 hours of theory-based and 1 hour practical training in the second term. In the fourth year, there are 2 hours of theory-based instruction and a 3-week practical training in each term. In the fifth year, students join a five-week practical training session. The students take orthodontic course in the third year. The course gives theoretical and practical information about the description and development of the head and the face, normal concept, orthodontic anomalies, orthodontic diagnostic tools and analysis, planning of orthodontic treatment, and teeth movements. The practical applications serve to improve the students’ practical knowledge about the
orthodontic treatment tools and modalities. Fourth year students are taught protective and preventive orthodontics, mobile apparatus and treatment of slight orthodontic anomalies, fixed and functional treatment philosophy and methodology, orthodontic treatments of clefts and orthognathic surgery. Fourth and fifth year students carry out internship studies in the department.

A student graduated from orthodontic clinic course is capable of doing all preventive orthodontic treatments, using removable appliances for interceptive orthodontic treatments and making the retention treatment to patients. The assessment methods for these qualifications are written and oral exams and clinical performances evaluated during their clinical trainings.

4.9.6. Pedodontics

Topics in core curriculum:

*At knowledge level*

Behavior managements in children and child attitude according to the age
Cements
Childhood diseases and symptoms
Dental materials and their properties
Dental treatment in special care child patient
Diagnosis and diagnostic methods in dentistry
Drugs used for children and adolescents in dentistry
Etiology, classification, definition and properties of periodontal diseases
Failure and complications during dental restorations
General anesthesia and sedation in dentistry
Histology, morphology, embryology and physiology of teeth and supporting tissue
Indications of primary teeth extraction
Pulp diseases and etiology
The evaluations of growth and development in children
Theories and etiology of dental caries
Treatment planning according to the age in pediatric patient
Both at knowledge and application level

Behavior management techniques in children
Cavity preparation techniques
Cavity preparation techniques in primary teeth
Clinical appearance and diagnosis of caries in primary teeth
Clinical examination methods in children
Dental filling techniques
Dental filling techniques in primary teeth
Dental trauma and treatment in primary and permanent teeth
Diagnosis and treatment of pulp disease
Diagnosis and treatment of pulp disease in primary teeth
Disinfection and sterilization in dentistry
Drug administration
Endodontic treatment in young permanent teeth (Apexification)
Occlusal guidance and treatment in pediatric dentistry
Preventive dentistry
Prophylactic methods in caries
Restorative treatment in primary and young permanent teeth
Root canal morphology and endodontic
Root canal morphology and endodontic in primary teeth
The restorations of malformed (abnormal) teeth

The students are given theoretical background for morphology of deciduous teeth, eruption, diagnosis and treatment of the teeth anomalies in 0-15 years old children as a result of etiological, genetic, nutritious and accidental factors. Also, preventive oral and dental health measures are taught to students. The students who take their first theoretical course in the third year get experienced enough on phantoms and patients in the clinic.

The objective of current training program in Paediatric Dentistry should aim to produce students who: 1- are competent in all the skills of dentistry pertaining to the specialist care of infants, children, adolescents and patients with special care needs, 2- are competent and experienced in the design, implementation and completion of a preventive dental care program for every type of paediatric dental patient, 3- are competent give dental health education for the child and the parents, are competent and experienced in behavior management techniques, so that the majority of their patients can be treated without the use of
adjunct medications, 4- are competent and experienced in the provision of restorative, prosthetic and interceptive orthodontic care for infants, children, adolescents and patients with special care needs.

The students are also competent to: 1- design cavities in relation to tooth anatomy and the characteristics of the restorative material, 2-choose treatment and restorative material in relation to the child’s disease activity and age, 3-perform conservative as well as radical pulp treatments (pulp capping, partial pulpotomy, pulpotomy, pulpectomy), 4- perform esthetic restorations using adhesive systems and adequate endodontic treatment in the permanent dentition, 5-understand the principles of the prevention of injuries including early reduction of overjet, correction of habits and construction of mouth guards, 6- carry out an examination and assessment of patients with dental injuries, 7-carry out appropriate treatment for minor soft tissue injuries, 8- evaluate luxation injuries and the appropriate treatment including the appropriate use of splinting, 9- treat injuries to the supporting bone, 10- carry out pulp treatment of traumatized teeth including pulpotomy (Cvek type), apexification for immature teeth and root canal therapy for the completed apex, 11- Diagnose and treat root fractures, 12- understand the biological processes of hard tissue repair and resorption that occur following the replantation of teeth and clinical experience of the treatment after avulsion, 13- carry out appropriate treatment following injury to the primary dentition

Students should treat patients under supervision of qualified paediatric dentists according to the criteria of the department. Each student should perform at least 20 different types of cavity restoration (amalgam, compomer and composite), 4 pulpectomies, 6 permanent and primary teeth root canal treatment, 2 stainless steel crowns, 3 fractured teeth restorations, 10 fissure sealants, 12 topical fluoride applications, 6 diagnosis and treatment planning that are dependant of the pediatric department.

For the final exam, students have to provide the criteria mentioned above. At the end of 4 weeks program final exams have to take place. The final exams are performed by at least 3 professors from the same department on a pediatric patient by oral examination. The students are evaluated from a point of theoretical and practical knowledge.
4.9.7. Restorative Dentistry

Topics in core curriculum:

At knowledge level

Approach to geriatric patients
Caries prophylaxie
Cavity preparation techniques
Cements
Clinical appearance and diagnosis of dental caries
Clinical examination methods in dentistry
Color changes in teeth and bleaching methods
Color, form and esthetic in dentistry
Dental caries theories and its etiology
Dental diagnosis and diagnostic methods
Dental trauma and its treatments
Dentistry Terminology
Disinfection and sterilization in dentistry
Effect of filling materials to pulp
Failures and complications during filling procedures
Filling techniques
Histology, morphology, embryology and physiology of dental and supporting tissues
Importance of saliva in dentistry
Inlay – onlay restorations
Laminate veneers
Materials used in dentistry and their common properties
Temporary filling materials
Treatments of dental anomalies
Use and maintenance of hand and electrical instruments used in dentistry

Both at knowledge and application level

Clinical examination
Color changes in teeth and bleaching methods
Filling techniques
In the theoretical courses of second and third year, the students are given detailed background on cavity preparation, etiology of caries, dental plaque, morphology and chemistry of caries, the relationship between saliva and caries, caries immunology, prophylaxis, temporary and permanent filling materials, composite filling materials and direct laminate veneers. In the theoretical course of the forth year, students deal with the use of instruments used in restorative treatments, treatment of dental caries, dentin pins, tooth discolorations and bleaching together with practical training. The students start to work on patients during their clinical period in the forth and fifth year and have opportunity to practice their preclinical background on patients.

In this department detailed education on diagnosis and treatment of caries, material knowledge and their application areas are given. Students who complete their education are capable of using their knowledge in different treatment situations.
4.9.8. Oral Diagnosis and Radiology

Topics in core curriculum:

*At knowledge level*
- Diagnosis and diagnostic methods in dentistry
- Diagnosis and treatment planning in dentistry
- Radiological techniques in dentistry

*Both at knowledge and application level*
- Diagnosis and treatment planning
- Various radiological techniques

The students are given theoretical background for oral and maxillofacial tissues and organs and pathological changes related to these tissues, and oral diagnosis and radiology in the third and forth years. The students carry out their internship studies in the clinic in the fourth and fifth years under supervision of the academic staff.

The objectives of this course and clinical trainings are to educate students with knowledge of examining patients intra- and extra-orally together with usage of knowledge about medical problems/status, diagnosing oral and dental problems on radiographs and deciding the necessary laboratory diagnostic techniques. The assessment methods for these qualifications are written and oral exams and clinical performances evaluated during their clinical trainings.
4.9.9. Multidisciplinary lectures

TEMPOROMANDIBULAR JOINT and DISORDERS
Anatomy of temporomandibular joint
Occlusal relations
Temporomandibular disease/dysfunctions
Treatment of temporomandibular diseases/dysfunctions’

ORAL IMPLANTOLOGY
Advanced surgical techniques in implantology (osteotomy, sinus lifting, grafting techniques, guided tissue regeneration)
Anatomic properties of maxilla and mandible and its importance in implant procedures
Biomechanical criteria and occlusion in implant supported prosthesis
Definition and history of implant
Diagnosis and treatment of periimplant problems/complications
Implant materials and systems
Implant supported prosthetic treatment (totally edentulous, partially edentulous and single tooth replacements)
Maintenance and long-term evaluation criteria of implant supported prosthesis
Periodontal maintenance for dental implants, long term evaluation and complications
Surgery and prosthetic complications in implant dentistry
Surgical complications in implantology
Surgical procedures of implants
Treatment plan, indications and contraindications of implant procedures and multi-disciplinary approach

MATERIAL SCIENCE
Acrylic resins
Bonding Agents
Dental cements
Impression materials
Metals and metal alloys
Temporary filling materials

PUBLIC ORAL AND DENTAL HEALTH
**Aim:**
The aim of Oral Public Health course is to educate students following WHO oral health policies.

**Competent to:**
Give dental health education to the public.
Perform professional preventive care
Competent and experienced in the design, implementation and completion of a preventive dental care program for public.

**Knowledge of:**
Prevention of caries by increasing the resistance of the tooth with fluorides, and diet control
Home care
Professional care
Fissure sealant applications
Preventive aspects in restorative dentistry
Prevention of caries by mechanical and antimicrobial plaque control
Evaluate cost/value of preventive measures
Prediction of future caries development
Epidemiology of periodontal diseases.
Prevention of gingivitis and periodontitis.
Insight in preventive measures of caries and periodontal disease for specific patient groups.
Prevention in mental and physical handicap children
Preventive measures for orthodontic patients

**ERGONOMY AND OFFICE ADMINISTRATION**
The aim of this lecture is to inform the students about the formal procedures and regulations of a dental office constitution and management of the office and creating a ergonomic working area together with teaching the ability to communicate with colleagues and patients.

**RESEARCH TECHNIQUES AND PRESENTATION**
The aim of this lecture is to guide the students in searching the scientific informations and evidences. In this lecture, the final year students are being divided into 9 groups representing 8 clinic dentistry and one basic medicine science department. Each group defines a problem or a subject and prepares a presentation to whole faculty by the help of their supervisor who are assigned from each department.
The basic courses which will help the students to gain a general insight to dentistry are given. The courses are concentrated on anatomy, histology, pathology, biochemistry, microbiology and physiology. The students have the chance to use multidisciplinary laboratories which are equipped with microscopes, devices to perform biochemical analysis. In this division, the laboratory tests of the patients can be carried out and these laboratories can also be utilized for educational and training purposes. In addition to basic biochemistry and microbiology courses given in the first and second year, respectively, theoretical oral biochemistry and oral microbiology courses are given for the forth year students.

4.9.10.1. The biological, pre- and para-clinical sciences:

Biochemistry
Name: Prof. Dr. Tamer YILMAZ
e-mail: tyilmaz@dentistry.ankara.edu.tr
Biochemistry’s goal is to teach the students a basic understanding of general biochemical processes. The principal objectives are to develop an understanding of the relationships between chemical properties and functions of body constituents, metabolic and regulatory processes and vital functions and adaptive responses of the human body

Oral Biochemistry
Name: Prof. Dr. Tamer YILMAZ
e-mail: tyilmaz@dentistry.ankara.edu.tr
Oral Biochemistry’s goal is to teach the students a basic understanding of oral biochemical processes. The principal objectives are to develop an understanding of the relationships between chemical properties and functions of body constituents, metabolic and regulatory processes and vital functions and adaptive responses of the human body
Medical Biology
Name: Prof. Dr. Fulya Tekşen
e-mail: fteksen@health.ankara.edu.tr

Teaching of medical biology and genetics subjects, and enhancing these subjects with experiments in laboratory. In the Medical Biology and Genetics course special attention is given; 1- To develop critical thinking and scientific skills such as formulating hypotheses, designing and conducting experiments, problem solving etc., 2- To develop a quantitative approach in the acquisition and interpretation of biological data, 3- To develop specific skills such as the use of the microscope, making observations, collecting and recording data, constructing tables, graphs and dissections, etc through training. The topics are: General information about medical biology, Biological molecules, Nucleic acids, Cell theory, Cell structure and organelles, Cell division, Replication, Transcriptions, Protein synthesis, Cell respiration, Mendel laws, Chromosomes and chromosome anomalies, Inheritance, Blood groups and Genetics of blood groups, Population genetics, Genetic engineering, Animal tissues, Immunity and AIDS, Digestive, circulatory, excretory, respiratory systems in animals. Reproductive system, Hormones and their structures, Sense organs

Physics
Name: Assoc.Prof. Hüseyin Ünver
e-mail: unver@science.ankara.edu.tr

To provide the student with a clear and logical presentation of the basic concept and principles of physics, and to strengthen an understanding of concepts and principles through abroad range of interesting application to the real world. It is also attempted to motivate the students through physical examples that demonstrate the role of physics in other disciplines. It is provides students with an improvement in capability of solving engineering problems and analysing them.

Biostatistics
Name: Assoc. Prof.. Cemal Atakan
e-mail: atakan@science.ankara.edu.tr

To teach the basic statistical techniques. The subjects that are taught in this course is as the following: Introduction and Elementary Concepts, Arrangement of data, Measures of central tendency, Elementary probability concepts, Distribution and probability function , Expected value and variance, Confidence intervals, Testing hypotheses (one or two sample), Chi square test for independence, Goodness of fit tests, Relation coefficient, Regression analysis, Correlation, One way analysis of variance, Wilcoxon signed-rank test, Mann-Whitney U and median test , Kendall’s Tou coefficient and Spearman correlation coefficient,
Anatomy

Name: Prof. Dr. Ufuk Şakul
e-mail: sakul@dentistry.ankara.edu.tr

The meaning of human anatomy; basic Latin terminology; systematic analysis of the human anatomy with stress on motion anatomy. Knowledge of the normal human anatomy. Terminology, Bones, Cranium, Cranial cavity, Auditory ossicles, Vertebral column, Thoracic skeleton, Bones of upper limb, Bones of hand, Pelvic girdle, Bones of lower limb, Bones of foot, Joints, Cranial synovial joints, Vertebral joints, Thoracic joints, Joints of upper and lower limb, Knowledge of the normal human anatomy (muscles, vessels, structures of the neck, larynx, pharynx, nerves, upper extremity, lower extremity, thorax, heart, trachea, lungs and diaphragm, Abdominal digestive system, urinary system, pelvis and perineum male and female genital system, Endocrine system, spinal cord, cerebellum, thalamus, hypothalamus, Cortex and cortical areas, Basal ganglia, ascending-descending tracts, Autonomic nervous system)

Topographic Anatomy

Name: Prof. Dr. Ufuk Şakul
e-mail: sakul@dentistry.ankara.edu.tr

The subjects that are taught in this course is as the following: Head, the important topographic points, lines and angles, Frontal region, occipital region, parietal region and temporal region Orbital region, nasal region, Oral region, buccal region, Parotideomasseteric region, mental region, Infratemporal region, Pterygopalatine region, Pharyngeal region, Fascial layers of the neck, Submandibular region, Carotid region, Muscular region – Larynx, Pharynx, submentale trigone, Posterior cervical trigon, sternocleidomastoid region
Physiology

Name: Prof. Dr. Metin Baştuğ

e-mail: baştuğ@tr.net

To learn the function the cell tissues and organ systems of the body, their interactions and role of changes of physiologic functions in clinicopathologic entities.

To learn the function of human body.

The subjects that are taught in this course is as the following: Physiology of Cell, Physiology of peripheral nervous system, Blood Physiology, Respiration system physiology, Heart and peripheral circulation physiology, Functional organisation of blood vessels, Physiology of digestive system, Gastrointestinal hormones, Functions of vitamins and trace elements, Central nervous system physiology, Endocrine System Physiology,

Histology

Name: Prof. Dr. Canan Akbay

e-mail: akbay@medicine.ankara.edu.tr

To teach the student; histologic structure of tissues and organs, and general embryology and congenital anomalies and malformations

To learn the student; histologic structure of tissues and organs, and general embryology and congenital anomalies and malformations

The subjects that are taught in this course is as the following:

Cell, Cell Division, Differentiation and Aging

Epithelial Tissue, Connective Tissue, Cells, Fibers And Types, Cartilage Tissue, Bone Histolog, Muscle Tissue, Nervous Tissue, Blood and Hemapoesis, Skin


General Embriology, Fertilysation, Implantation, Bilaminary germ disc, Gastrulation, Organogenez, Fetal Membranes and Plasenta, Birth, Congenital Anomaly and Malformations

Development of Pharingeal Arcus, Head and Neck
Pharmacology
Name: Prof. Dr. Eyüp S. Akarsu
e-mail: akarsu@dialup.ankara.edu.tr
To give information on the basic principles of pharmacology and the drugs used in various systemic
diseases.
To describe and comment on the absorption, bioavailability, distribution and elimination of the drugs, and
the drug-receptor interaction
To comment on the physiology of autonomic nervous system, and to classify the drugs used in the
therapy of the diseases related with the autonomic nervous system
To describe and comment on the drugs used in respiratory diseases
To describe and comment on the drugs used in cardiovascular diseases
To describe and comment on the drugs used in gastrointestinal diseases
To describe and comment on the drugs used in endocrine system diseases
To comment on liquid-electrolyte disorders.

Microbiology
Name: Prof. Dr. Aykut Mısırlıgil  Prof. Dr. Nilgün Ayhan
e-mail: aykut@dentistry.ankara.edu.tr
To provide an appropriate scientific background to understand the microorganisms’ world and their
excellent structures which takes place in the etiology of diseases
To have knowledge about the microbiological and immunological mechanisms of diseases, diagnostic
methods, therapy, prophylaxis and prevention of medically important pathogens as well as infections
relevant to dentistry.
In Microbiology they are taught:
Introduction to Medical Microbiology, history and taxonomy, general/special structures of bacteriaceae,
bacterial metabolism, growth conditions, seeding of bacteria, bacterial virulence factors and bacterial
 genetics
The normal flora of the body, microorganism-microorganism and microorganism-human host
relationships, fundamentals and pathogenic mechanisms of medically important infectious diseases
Principals of sterilization and disinfection and their application to the prevention of cross infection and
infection control especially in dentistry
Principals of antimicrobial therapy, effectiveness of antimicrobials, presentation of selected groups of
antimicrobial compounds, principals of antimicrobial resistance, the adverse effects, prophylaxis and
therapy procedures.
Structures of viruses, general characteristics, ethiopathogenesis and diagnostics of viral infections that causes human diseases.

Structures of fungi, general characteristics, taxonomy, ethiopathogenesis and diagnostics of fungal infections especially with relevance and clinical manifestations in dental diseases.

Structures of parasites, general characteristics, taxonomy, ethiopathogenesis and diagnostics of parasitic diseases.

Fundamentals of immunology, immune system cells, structures/ functions of antigens and antibodies, mechanisms of immunological diseases, immunological diagnostic methods, allergy, anaphylactic responses and their consequences.

Autoimmunity, autoimmune reactions, hypersensitivity reactions.

Oral defence mechanisms, types of vaccines and new developments at vaccinating against recently known and/or newly found pathogens.

**Oral Microbiology**

**Name:** Prof. Dr. Aykut Mısırlıgil  Prof. Dr. Nilgün Ayhan

**e-mail:** aykut@dentistry.ankara.edu.tr

To provide an appropriate scientific background to understand the oral ecology, normal and pathogenic flora, morphology, pathogenic mechanisms and clinical presentation as well as diagnostic methods, therapy and prevention of pathogens relevant in Dental Medicine.

To have knowledge about the importance of infectious diseases, the known and/or newly found pathogens originating from oral cavity, adjacent structures for systemic infectious illnesses on humans and immunological responses against infections.

In Oral Microbiology they are taught:

The virulence mechanisms of microorganism and ethiopathogenesis of bacterial diseases

Principles of diagnostic oral microbiology with emphasis on commensal oral microflora

Pathogenic principles, clinical presentations and therapy of infections caused by several microorganisms as: Pyogenic cocci, coryneform bacteriae, Mycobacteriae, anaerobic bacteriae

Principles of dental plaque/ dental calculii forming, the role and types of bacteria in this formation, the microbiological aspects of dental caries

Microorganisms related with periodontal infections and immunological responses of host against these infections

Hepatitis viruses, these group of viruses caused diseases, basic principles of opportunistic and new viral pathogens especially relevant to Dentistry.
Aphthous caused microorganism and their pathogenic principles, clinical presentations and therapy of infections
General principles of antimicrobial/antifungal therapy, selected groups of antimicrobial compounds and their mode of action/effectiveness
Principles of sterilization and disinfection methods, their application to the prevention of cross infection and infection control especially in dentistry
Immunological responses against mechanisms of oral infections and new diagnostic methods in Microbiology

Pathology
Name: Prof. Dr. Ömer Günhan
e-mail: ogunhan@gata.edu.tr
Third year: General and Systemic pathology.
Total 80 hours. Two hours each week.
This program has been designed to provide basic knowledge on general and systemic pathology. The aim is teaching the etiology, pathogenesis, morphology and prognosis of diseases. Theoretical courses enriched with laboratory studies provide information about gross and microscopic changes in organs and their correlation with clinical, radiologic and laboratory tests. Students learn medical terms related with human pathology. These courses show how to evaluate disorders of human structure and function and to determine how such disorders might impact on the oral health of an individual.
General pathology: Total 50 hours
Introduction to pathology, laboratory procedures
Cellular adaptations, cell injury and death
Acute and chronic inflammation, repair
Hemodynamic disorders, thromboembolism, shock
Diseases of immunity
Neoplasia
Genetic disorders
Environmental and nutritional pathology
Systemic pathology: Total 30 hours
The heart and blood vessels
Diseases of red and white blood cells, lymph nodes
Respiratory system diseases
Renal diseases
Bone and soft tissue disorders
Liver diseases
Endocrin disorders and diabetes mellitus
Skin diseases

Fifth year: Oral and Maxillofacial Pathology. (Course will start to be given in 2008-2009 Education year)

Total 50 hours
This program has been designed to provide knowledge mainly on oral and maxillofacial pathology. Students are expected to achieve an understanding in how to identify the oral manifestations of systemic disease and how to effectively manage them during practise of dentistry. Disorders, particularly those involving oral and maxillofacial region, will be evaluated in detail.

The Subject Headings:
Oral mucosal immunity.
Odontogenic inflammations, cysts and tumors.
Mucosal disorders.
Epithelial tumors and precancerous lesions.
Salivary gland diseases and tumors.
Bone and soft tissue tumors and tumor like lesions.
Sinonasal, head and neck pathology.
Forensic oral pathology.
4.9.10.2. Human Diseases:

Internal Medicine

Name: Prof. Dr. Necati Örmeci
E-mail: necatiormeci@hotmail.com

Aims to give a good understanding of general approach to patients with internal medicine problems during daily dental practice.

Main Objectives are;
To understand the importance of taking and recording a medical history in patients with dental problems.
To be aware of medical emergencies such as myocardial infarction, congestive heart failure, shock and cardiac arrest.
To understand the importance of valvular heart disease and prevention of infective endocarditis.
To be aware of the importance of blood pressure changes.
To understand the general approach to patients with hereditary and acquired bleeding diathesis.
To give general approach to patients with hepatitis and acquired immuno deficiency syndrome
To give general information about transfusion medicine.
To approach patients with neutropenia or HIV positivity.

General Surgery

Name: Doç. Dr. Acar Tüzüner
E-mail: acartuzuner@gmail.com

Primary aims are; Learning the basic surgical principles, basic surgical tools and simple surgical procedures, Acquiring basal knowledge of basic hospital and operating theatre applications
Learning the means of evaluating and treatment of commonly encountered surgical diseases; especially those of the head and the neck region

Main Objectives are;
Gaining the general knowledge and means of application of basic surgical principles, Acquiring the ability to evaluate and decision making in a surgical patient
The subjects that are taught in this course is as the following:
Surgical ethics and Surgical Phylosophy
Principles of Disinfection and Sterilization in Surgery, Basic Knowledge of Surgical tools and Sutures, Anamnession and Physical Examination in Surgical Patient
Hospital and Operating Theatre Applications, Hemostasis and Transfusion in the Surgical Patient Basic Principles of Approach in Surgical Wounds
Physiopathology of Wound Healing
Ophtalmology
Name: Prof. Dr. Kudret Dürük
e-mail: vehbikocgozbank@yahoo.com
The lecture in ophtalmology presents the main aspects of anatomical, physiological, and clinical basis of disorders in eye.
Primary Aims are;
Giving an overview on symptoms, diagnostics, and treatment of eye-diseases

Otolaringology
Name: Prof. Dr. Yücel Anadolu
e-mail: yucelanadolu@hotmail.com
The lecture in otorhinolaryngology presents the main aspects of anatomical, physiological, and clinical basis of disorders in ENT.
Primary Aims are;
Giving an overview on symptoms, diagnostics, and treatment of ENT-diseases as well as presenting cases which could be expected in a dental practice
To get students to read up on different topics of interest by themselves
Main Objectives are;
Benign and malignant lesions of nose and sinuses, oral cavity, pharynx and larynx, inflammation, tumors, malformations

Dermatology
Name: Doç. Dr. Pelin Müştak
e-mail: kocyigit@medicine.ankara.edu.tr
The course objectives are to obtain dentists who had knowledge about dermatology and to ease the diagnosis.
Main Objectives are;
Oral Mucous membrane diseases, Urticaria, angioedema
Connective Tissue Diseases, Erythema squamosus diseases
Bacterial and Fungal Infections
Mycobacterial and Viral Diseases
Parasitic Infestations, Autoimmune Bullous Diseases
Behçet’s Disease, Melanoma, Eczema
Forensic Medicine

Name: Prof. Dr. İ. Hamit Hancı

e-mail: hanci@medicine.ankara.edu.tr

Primary Aims are;
To give a main knowledge about basic principles of forensic odontology and profession area.
To teach a legal and ethic responsibilities during occupational practise of the dentists.

Main Objectives are;
To learn a basic principles of forensic odontology and legal and ethic responsibilities during occupational practise
The subjects that are taught in this course is as the following:
Definition of forensic odontology, Dentistry and expertise
Forensic odontologic applications on human bodies and skeletal remains
Legal responsibilities of the dentists
Malpractice in dentistry
Deaths during dentistry applications
Age determination by teeth
The role of the dentist on the determination and prevention of child abuse and neglect
The denunciation role of the dentist in forensic cases

Psychiatry

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Primary Aims are;
A brief introduction to psychiatry
Contribution of psychiatric knowledge to doctor-patient relationship.

Main Objectives are;
Describe the main points of taking psychiatric history
Teach important signs and symptoms of psychiatric disorders
Give short information about some major psychiatric disorders like schizophrenia, affective disorders and anxiety disorders
Teach some main points of drugs used in psychiatry
Emphasize the differential diagnosis of somatoform disorders
Describe some major concepts of psychodynamic psychiatry
Visitors’ comments

The visitors had a stimulating session with the Education and Coordination Board. It is a progressive group willing to consider a radical review to see what would be appropriate and achievable. Students accepted for education in the school have demonstrably high intellectual abilities. It would be important that such intellects have time for reflection, self-directed learning and recreation. An over-crowded program that demands passive learning of less relevant detail militates against some educational principles.

The curriculum has been adjusted in recent years with clear benefit. 5th year students research in groups of nine and make presentations; there were some interdisciplinary sessions. Nearly all departmental clinics incorporate tutorial work, and students in clinics are monitored and supported on an individual basis. Evidence based dentistry is a topic currently being considered by the Education and Coordination Board. This is critical in a modern dental education program. The curriculum remains very full with some non-dental and dental courses not strictly needed.

Questions were raised by the visitors about the educational philosophy and approach. The School’s approach is a traditional one with emphasis on laboratory skills, although probably consistent with many other schools in Turkey and parts of Europe:

- There is an emphasis on teaching rather than student learning in a segregated curriculum.
- The visitors believe the curriculum should be devised and developed on an inter-disciplinary basis, prioritising what must be learned to become a general dental practitioner in Turkey. This inevitably requires the reduction or omission of some traditional courses.
- If more courses were designed across traditional departmental divisions, there would be a need to engage all staff in the process.
- Certain themes could be introduced early in the five years and reinforced throughout the programme, with increased support from electronic-based learning programmes. Prevention, communication with patients, and other clinical and technical staff, professional attitudes, ethics and an introduction to dentistry, including some early exposure to clinical practice, could all be considered. Consensus demands understanding and collaboration between all colleagues in the interests of students.
- Critical thinking amongst a very intelligent student group should be encouraged.
- In supporting what would be a major educational development, there will be a need for teacher training. Currently this is only sparsely available through the university. Postgraduates who are supervising and teaching must also have access to this training.

In revising the curriculum, the expected outcomes of each course should be clearly defined. This would be helpful to students and contributing lecturers.

Assessment methods

Concern was also expressed about

- the end of year assessment methods, their reliability and validity. There was too much detail and memorising required of students which could have a deleterious influence on problem solving and critical thinking by students.
- Assessment is an integral part of the learning process. It should be formative rather than simply summative. Examinations and tests should not be used as means to pressurise students into concentrating on specific subjects to the detriment of others, which can have a negative effect on integrated concepts in primary dental care.
- Too much time is devoted to laboratory based techniques. Assessment on base plates was one example.
• It was explained that in many rural areas in Turkey technical support may not be available resulting in the dentist having to complete their own technical requirements. If that is the case and there are no facilities for mailing the necessary prosthetic artifacts this is a serious disadvantage in a dental curriculum with growing demands for clinical rather than technical competence. Here the visitors views and those of the school were not at idem. Although this also is a problem in some developing countries it would seem unhelpful if this were to have too much of an impact in the curriculum in Turkey and greater use could be made of dental technicians in different and innovative ways to permit the dentist to concentrate on what he or she is trained to do; clinical care of patients..
• also, too much time was given to procedures which normally would be undertaken in a dentist’s working life by a technician.
• Some students cited examples of intensive examination sessions over an extended period of time (two weeks) with emphasis on memory recall.
• there are too many oral examinations; it would be good to use other forms of assessing like OSCE’s and portfolio’s, and use less traditional examinations.

This practice is counter-productive from an educational perspective and is another indication of need of departments to liaise more effectively.

The school is very well placed in many respects, with its facilities and staff expertise and commitment, to provide a more stimulating educational experience. Changes could reduce student over-assessment and stress as well as producing graduates better equipped to enter modern dental practice. Research themes within the Faculty should also benefit from the collaboration by staff across departments. It was encouraging to hear the open and constructive responses of faculty members to the issues raised.
Section 5

Staff (Academic and administrative)

5.7. Promotion process for academic personnel
5.8. Evaluations of academic activities
5.9. Administrative/auxillary personnel
5.10. SWOT analysis
5.11. Improvement-Plan/Strategy to observed improvements

Staff (Academic and administrative)

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In the Faculty, currently 298 people are employed; of these, 170 are academic staff members and the remaining 128 people are in administrative work. Mean age is 39.3 (the youngest being 24, and the oldest 63). As far as all personnel concerned, the ratio between male and female personnel is equal; this ratio is 1.24 for academic staff and 0.75 for administrative staff. At present the academic staff of the faculty consists of 78 (4 in basic dental science and 72 in clinical dentistry divisions) full and 9 part-time professors, 19 associate professors, 1 assistant professor, 61 research assistants, 1 specialist and 1 instructor.
5.1. **Promotion process for academic personnel**

The promotion process starts when, upon completion of postgraduate education, thesis work is defended in front of a jury and the title of “doctorate” is granted. Next comes the title of “Assistant Professor” (this is a stage where individuals are appointed to a position in the department; following an applied test, a file with all academic activities are presented to a jury appointed by the university management) to be followed by the title of “Associate Professor” (first individuals present a file with all their academic activities to a jury appointed by the Interuniversity Council; next, they take an oral exam in front of the same jury), and of “Professor” (this is a stage where individuals are appointed to a position in the department; a file with all academic activities are presented to a jury appointed by the university management). It is the responsibility of jury members to access whether files of academic activities meet criteria set by the university or the Interuniversity Council.

5.2. **Evaluation of academic activities**

There is no evaluation procedure for activities other than those submitted for academic promotion. Yet, at the start of each academic year, each member of the academic staff presents a standard report of academic activities to the Dean’s Office and to the University.

5.3. **Administrative/Auxiliary personnel:**

In the Faculty, personnel other than the academic staff can be grouped under three headings: (1) administrative (civil servants); (2) clinic assistants (nurses); (3) staff for cleaning, sterilization, and security.
5.4. SWOT analysis

Strengths
1. Young, dynamic and powerful teaching staff
2. Openness to change and improvement.
3. Ease in decision-making.
4. Quantitatively sufficient staff.
5. Sufficient opportunities to train students.
6. A high ratio of participation to congresses.
7. Regular organization of scientific meetings and seminars.
8. Regular invitations for the academic staff as speakers at congresses in Turkey.
9. A positive approach toward diploma-holders in terms of preference and employment. (According to a survey by the Association of Turkish Dentistry, a professional organization, diploma-holders of the Faculty are at the top of the list of 18 faculties in Turkey.)
10. That the Faculty is preferred by high quality students.

Weaknesses
1. That decisions are hard to implement.
2. Insufficient number of secondary staff.
3. Compared with the number of the members of the academic staff, an inadequate number of foreign language publications and citations.
4. Excessive number of students and the education system that rests on rote learning.
5. Insufficient interaction training.
6. Insufficient application opportunities in topics related with basic medicine.

Opportunities
1. Activities to organize and benefit from the alumni.
2. Educational projects of the European Union (Socrates-Erasmus).
3. Join projects with professional establishments.

Threats
1. Factors that can prevent academic flowing (an upside form of the pyramid).
2. Erroneous policies of the political government in the improvement of science and technology.
3. That the University’s opinion is not asked when the number of students for the Faculty is to be determined.
### 5.5. Improvement – Plan/Strategy to Observe Improvement

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<td>2. Training educators</td>
<td>1. That members of the academic staff are unaware of the education provided.&lt;br&gt;2. Resistance by the members of the academic staff against change</td>
<td>1. Informing through persuasion&lt;br&gt;2. Encouragement for self-assessment&lt;br&gt;3. Quality in academic promotion</td>
<td>1. Observing student success&lt;br&gt;2. Questionnaires&lt;br&gt;</td>
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<td>3. Interactive education</td>
<td>1. Members of the academic staff are either unaware or resistant&lt;br&gt;2. Insufficient number of equipment</td>
<td>1. Informing through persuasion&lt;br&gt;2. Making interactive education obligatory</td>
<td>1. Assessing student and educator success&lt;br&gt;2. Monitoring the alumni&lt;br&gt;</td>
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<tr>
<td>2. Increasing academic capacity of the educators</td>
<td>1. Attracting financial opportunities for</td>
<td>1. Informing the Government&lt;br&gt;2. Joint activities with professional</td>
<td>1. Inspecting the members of the academic staff</td>
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Visitors’ comments
On an overall assessment there appeared to be a favourable student to staff ratio but this was not consistent across all departments. Some seemed to have more favourable ratios than others and not necessarily related to significance of the educational programs, patient services or research output. The Dean and his senior colleagues are very conscious of the strategic development of staff structures in order to ensure maximum benefit from the intellectual resources available and the range of expertise.

The improvement plan set out in this section is commended especially that procedures be put in place to monitor outcomes. The visitors particularly welcomed the suggestion that there be greater involvement of educators in learning more about new education and assessment methods. It is important to implement an appropriate continuous quality improvement approach in order to avoid negative responses.
Section 6

6.1. Organisation/Union
6.2. Cost of learning materials
6.3. Success rate on courses and programs
6.4. Exchange
6.5. Extracurricular activities
6.6. Electives
6.7. System of selection
6.8. Involvement of students in faculty committees
6.9. Accommodation
6.10. Teaching language
6.11. Preparatory English class
6.12. Health and social services
6.13. Tuition fee
6.14. Diploma and field of employment

Students (Undergraduate)

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In the 2006-7 education periods, a total of 111 students were registered as first year students; currently, there are 611 students in the Faculty, 53 of who are foreign students.
6.1 Organization/union
At the start of every academic year, in each class, students elect one student representative. These five representatives then make a second election to determine the student representative for the Faculty. Office of the students’ representatives consists of one president and two vice presidents.
The student representative for the Faculty represents the Faculty in student council election held university-wide. This year, the representative from our Faculty has joined the election and has been elected to serve as the person in charge of public relations and informatics of the student council. The Council of Students’ Representatives is run in accordance with regulations ordained by the Council of Higher Education. The Council works to improve social, cultural and legal rights of students. Students’ representatives are all volunteers who do not receive any form of payment. Any essential support for their work is provided by the University management.

6.2 Cost of learning materials
Educational cost of a student to the Faculty in terms of theory-based, practical and clinic courses is about 12,500 YTL.

6.3 Success rate on courses and program
Overall success rate in all classes ranges between 89% and 91%.

6.4 Exchange
Students and staff are encouraged to participate in the Socrates-Erasmus scheme due to the opportunities it provides for both professional and personal development. Home undergraduate students are given the opportunity to undertake exchanges of three months’ duration during both the second or third year and fourth year of the BDS (Hons) course, with postgraduate students and staff undertaking exchanges at various stages of the year. Incoming Erasmus students visit at various times throughout the academic year, for three months in total, while teaching staff from the partner institutions also take the opportunity to undertake exchange visits to our Faculty of Dentistry.
Currently, the Faculty has dual partnership with three dentistry faculties, from Bulgaria, Italy and Finland, within the framework of the ERASMUS program, and with the University of Columbia from the USA and the University of Osaka from Japan.

6.5 Extracurricular activities
There are no extracurricular activities. Conferences on such topics are human relations (patient-doctor and the environment) are organized.
6.6. **Electives**
Courses on professional issues are given on a full year basis, as a result of which elective courses include foreign language, painting, music and sports only.

6.7. **System of selection**
In Turkey, student placement is through a nationwide exam. Resting on their score from the exam, students state their preferences and whether they can register to the faculty is decided according to a nationwide listing. Students who succeed in gaining the right to study in our Faculty are within the top 10% of this listing.

6.8. **Involvement of students in faculty committees**
The office of students’ representative works in coordination with the vice dean in charge of students’ affairs and holds the right to attend all meetings held by the Faculty Council and state opinion on all decisions concerning students.

6.9. **Accommodation**
Our faculty is unable to provide accommodation for its own students. Yet, Ankara University provides certain facilities. Students can also benefit from the hostels of the national Hostel Services. The hostels which belong to the university can accommodate 956 students. These hostels provide some requirements like television, telephone, refrigerator and there are rooms for 1, 2, 3, or 4 students. Also there are separate computer rooms for students. Food is also provided in these hostels. The Faculty does not provide any accommodation facility, neither does it have a separate bursary option of its own. This service is provided nationwide by the Institution of Bursaries and Hostels. Yet, students who are in need are provided with food, books, equipment and other similar items by means of a social cooperation commission of the Faculty.

6.10 **Teaching language**
Teaching language is Turkish. To learn Turkish, foreign students can take a course from the Turkish Learning Center of Ankara University called “TÖMER”.
6.11 Preparatory English Class

Students who enter the Faculty may attend a one-year optional English preparatory class. The duration of this course is not included within the regular education period. The grades the students they obtain from this course are included in their cumulative average.

6.12 Health and social services

Our University provides health service to its staff and students in a very wide scale through both its hospitals and medical and social services. Medical expenses for students’ needs are provided by the university. Health Service of the Health, Culture and Sports Center, hospitals of the Faculty of Medicine of Ankara University and polyclinics of the Faculty of Dentistry provide health services for students.

Students are provided with foods prepared by the expert dieticians at a very reasonable price. For the students with little or no financial support, food is provided for free. Also we provide many alternatives in our faculty cafeteria. Students are provided with meals of four courses prepared by the expert dieticians at a very reasonable price. For the students with little or no financial support, food is provided for free. Both the canteen and the cafeteria of the Faculty provide students with other quality alternatives. Psychological consultation and psychiatry service is available in our medical and social service department which help students with their psychological problems. Ankara University considers social and cultural activities as a part of students’ education; as a result, various activities are organized. There are some special committees about social and cultural activities, some of which are: Communication group, Scholarship distribution group, Students’ spare time group, Psychological consultation group, Conference and exhibition group, Art Group, Travel and meeting group and Education group.

6.13 Tuition fee

Students need to pay a participation fee for each semester that ranges, in accordance with at what year of education the student is, between 230 and 260 YTL. Students who fail and lose one year have to pay 50% extra.

6.14 Diploma and fields of employment

Those diploma-holders of the Faculty of Dentistry of Ankara University who would like to pursue an academic career can start a doctorate program after their graduation. Potential fields for employment are hospitals of the Ministry of Health and the Ministry of Labour and Social Security, as well as private hospitals and polyclinics. It is also possible to set up private dentist clinics or work in one.
Visitors’ comments

The students were well presented and knowledgeable. Examples were seen of courteous handling of patients and a pride in carrying out work. Students in all years demonstrated an enthusiasm for dentistry and patient care. Opportunities for students to visit other hospitals and clinical environments would be useful, if this can arranged to expand their knowledge of medical care and social conditions. Exchange programs with schools abroad are to be encouraged.

Students were very positive in their opinion of the school and had few complaints. Their main issue was with the amount of formal assessment and the heavy load at certain times of the year to conform to the university’s schedule for examinations. In one case it appeared a student in the fourth year might have examinations on every day including weekends for 15 days. This was inappropriate educationally and stressful. It was surprising to the visitors that the majority of students had to retake one or more examinations, many working through the summer vacation. Efforts should be made to reduce the quantity of examinations after the sixteen week semesters in favour of competence achievement during the inter-term. Assessment should not based so much on re-testing what had already been checked. This is an area that deserves further investigation and review perhaps with the assistance of some expert in this area (see reference to teaching the teachers).

Students were confident in moving from lectures and theoretical instruction to practice involving patients at the start of the fourth year, although the visitors would suggest much earlier introduction to clinical experience.

Each student has an adviser within the staff, though the system was not thought to be working very well. There were ideas to provide more support for troubled or struggling students. More thought on this important feature is encouraged so that all students can feel confident they can have confidential discussions and support, within a five year programme which is challenging and sometimes stressful.

Student questionnaires are used to gauge reaction to individual courses; this is to be commended. Student representatives from each year attend meetings with the Dean and Vice Dean at the beginning of each semester. Students felt they had reasonable opportunity to influence the delivery of the curriculum and report difficulties.
Section 7

Facilities of the faculty

7.1. Library
7.2. Pre-clinic laboratories
7.3. Clinics
7.4. Lecture and seminar rooms

Facilities of the Faculty

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Currently, there is a project run under the cooperation of the Commission of Scientific Research Projects of Ankara University and the State Planning Organization so that a central digital radiography and web system and its related archive system can be set up by 2009.

Our current web site is still in use. Yet, there is a plan to renew the current web site and offer users pages in Turkish and English.
7.1. **Library**

Our library, also available for online use, is the richest in terms of foreign sources and periodicals in Turkey. The library, open between 08.30 and 16.30, houses 1886 books, 53 international periodicals and 412 theses. In addition, electronic library of the University can be accessed from any office as well as the Library of the Faculty.

7.2. **Pre-clinic laboratories**

Laboratories for education include pre-clinic and clinic student laboratories in dental treatment division, ceramics research laboratory and skeleton casting laboratory, anatomy, endodontics and conservative treatment laboratory, and basic medical sciences laboratory.

7.3. **Clinics**

There are a total of 189 dental units in the faculty, a distribution of which is as follows: 25 in oral and maxillofacial surgery clinic, 22 in periodontology, 27 in pedodontics, 23 in restorative clinic, 24 in endodontics, 16 in orthodontics, 43 in prosthodontics, 10 in oral diagnosis and radiology. Because of physical restrictions, there is not a multi-disciplinary students’ clinic in the Faculty.

The number and distribution of periapical x-ray devices in the Faculty are as follows: 10 in oral diagnosis and radiology clinic, 1 shared by endodontics and restorative clinics, 1 in pedodontics and 1 in orthodontics clinic; 13 in total. In addition, there are 3 panoramic and cephalometric x-rays, of which two are in oral diagnosis and radiology clinic and one is in orthodontics clinic.

There is a total area of 1834.3 m² for all clinics, a distribution of which is as follows: 484 m² for prosthodontics, 99.18 m² for oral diagnosis and radiology, 165.13 m² for restorative dentistry, 177.08 m² for endodontics, 320.4 m² for oral and maxillofacial surgery, 161.2 m² for orthodontics, 257.08 m² for periodontics and 243.91 m² for pedodontics.

7.4. **Lecture and seminar rooms**

In the Faculty there are for classrooms with the most advanced technical equipment (including electronic board and internet connection), seminar rooms of departments and a conference hall with a capacity of 300 seats.
The Faculty is to be congratulated on its extensive refurbishment which has provided patients, staff and students with an appropriate and modern clinical environment. Levels of clinical equipment and supplies were generally good. The Faculty provides a dental unit for every student in the 4th and 5th years. The school has made submissions to Government for funds to introduce digital radiography which will have significant advantages for the school and particularly improve efficiency in patient radiography as well facilitating networking within and outwith the school for radiographic diagnosis. The new phantom head unit with 50 places is an excellent addition. Cleanliness and maintenance was good throughout and all areas were smart. The Faculty has the advantage of being self-contained in its own building with its own excellent canteen, rooftop restaurant and library. The main university buildings are only a few minutes’ walk.

The library is a major asset attractively presented with 30 computer screens. It has somewhat restricted opening hours of 8.30 am to 5pm, Monday to Friday. Lecturers are given the opportunity to request new books to increase the library stock to support courses.

A challenge facing the capacity of the current building was the increased influx of patients following a change in national law. As many as 150 new patients, including 50 children, appeared each day. This was putting facilities and waiting areas under strain and may jeopardise the Faculty’s prime purpose to provide a learning environment for undergraduate and postgraduate dental students. Expanding physical facilities will not address the serious demand for care; that will be unending as long as a realistic national plan is put in place to deliver prioritised primary and preventive services to those most in need of care such as the elderly, the poor, the young and those with special needs.

The intake of around 100 students each year was large by European standards. This increases the challenge to introduce substantial opportunities for students to undertake total patient care. This is important to equip them for their career in primary dental practice. The division of departments physically does not necessarily prevent such a concept and staff could work in neighbouring departments to the benefit of their career development as well as their students.

The visitors recommend the implementation of an electronic records system.
Section 8

Research

8.1. Fund for research
8.2. Scientific activities
8.3. Publications in SCI

Research

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Students of the Faculty of Dentistry of Ankara University can benefit from all research and application opportunities provided by Ankara University. The Faculty possesses one Molecular Biology Laboratory set up by means of the Biotechnology Institute project. The Polymerase Chain Reaction system within the Laboratory is currently active. There are no laboratories apart from the Polymerase Chain Reaction, metal casting and ceramics research laboratories.

Staff publications are listed in Appendix III
8.1 Fund for research
There is a research fund within Ankara University and financial support is provided for all research projects in the University according to certain criteria. In addition, the State Planning Institution and the Turkish Society of Scientific Research can provide funds for larger scale, multidisciplinary projects. For projects prepared in 2006-7 in the Faculty of Dentistry, the University Fund for Scientific Research provided 130,000 YTL, and the State Planning Institution and the Turkish Society of Scientific Research provided 600,000 YTL.
In addition, the Faculty provides a limited amount of financial support – 5,000 YTL per project – for research projects.

8.2 Scientific activities
Please see Appendix III for staff publications. The Faculty regularly organizes symposiums, panels, conferences and congresses at national and international levels and participants from Turkey and abroad are invited. Many of the members of the academic staff participate in international congresses and meetings and scientific studies of the Faculty are presented as papers. In 2006-7, a total of 92 members of the academic staff and research assistants joined 182 national and international scientific meetings. Yet, the number of papers cited in the SCI is quite low. In addition to all these activities, the Faculty issues its own periodical.
8.4. SWOT analysis

Strengths
1. Presence of a powerful and competent academic staff for research.
2. Presence of a conventional and digital library.

Weaknesses
1. Lower numbers of the SCI publications per member of the academic staff.
2. That the Faculty periodical is not listed in the SCI.
3. Lengthy bureaucratic procedures for support from research funds.
4. Absence of facilities for comprehensive research with basic medical sciences in the Faculty, as a result of which joint research project are hard to plan.
5. That essential conditions for research can only be maintained through personal relations.
6. That the Faculty/University has not realized any protocols with institutions outside the University that have laboratories.

Opportunities
1. Rewarding support for publication within the SCI context.

2. Presence of the research fund.

Threats
1. That doctoral students are reluctant to do research as they believe that they cannot pursue an academic life.
## 8.5. Improvement – Plan/Strategy to Observe Improvement

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<td>1. Carrying out quality research that will contribute to scientific progress</td>
<td>1. Provision of essential infrastructure required for quality research</td>
<td>1. Lack of essential infrastructure required for quality research</td>
<td>1. Founding central research laboratories</td>
<td>1. Citation to researches carried out</td>
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<tr>
<td>2. Getting research published in the most popular national and international periodicals</td>
<td>2. Formation of academic staff essential for quality research realization</td>
<td>2. Inability of secondary staff to pursue their academic life so that they can do research</td>
<td>2. Providing academic staff with opportunities to improve their foreign language in Turkey or abroad</td>
<td>2. Current place among all universities in terms of number of publications</td>
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<tr>
<td>3. Presenting research findings in national and international scientific meetings</td>
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<td>3. Lack of motivation due to difficulties in carrying out research</td>
<td>3. Establishing protocols with institutions that currently have laboratories so that university members can benefit</td>
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<td>4. Provision of editorial support for publications abroad</td>
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**Visitors’ comments**

The Faculty is very conscious of the need to expand its engagement in high quality research that will be recognised internationally; essential for the standing of all university disciplines. The School’s SWOT analysis and the proposals to increase quality and quantity of research are commended. Already output levels are increasing. Many staff have had postgraduate training abroad and have retained productive links in Europe and across the world. There is encouragement from the University. The Faculty produces its own research journal three times a year.

The list of high quality publications, some with high citation indices, in Appendix III is very impressive and the authors are to be commended for their achievements. The visitors would encourage a higher number of such quality publications. English is the scientific language that often presents insurmountable barriers for some schools to compete. It is clear that this challenge has been overcome in Ankara.

It is interesting to compare the level and quality of publications from the departments with very different staffing levels, teaching responsibilities and patient care demands. Those who are productive and the younger academics seeking to enhance their career should be given special attention and protection in the School’s development plan.
Section 9

Hygiene measures

9.1. Hygiene measures

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Central Sterilization Unit of the Faculty has been serving since November 2004. This is a unit that meets a major part of the sterilized material requirement of eight departments for treatment and diagnosis purposes.

Currently, two nurses and two auxiliary staff members serve at the Unit. The Unit consists of a contaminated material chamber, sterilized material chamber, personnel room, depot (where consumption materials and registers are kept and ironing is made), technician’s office, laundry, changing room and laboratory. In addition, all clinics have autoclave devices.

Visitors’ comments

There is a very good CSSD unit and the visitors were told that students were instructed in appropriate sterilisation practice at various stages in the programme. Nurses brief each new group of students coming to a clinic. Despite the fact that sterilisation and crossinfection control is emphasised in each clinical disciplines, it would benefit from a more integrated centralised approach in student training and in its clinical application as a centralised function.

There was universal use of gloves and masks, though in common with some other schools occasionally students used gloved hands to move apparatus which was not sterile. Insufficient eye protection was also evident. Opportunities for students to learn the principles of the CSSD operation from the staff responsible might be useful. Students and others working closely with patients were smartly presented, with chairside areas clean and well maintained.

There seemed to be an inconsistent approach between departments/clinics/faculty/staff/students when it came to cross-infection control procedures and dress. The visitors advocate consistent universal cross-infection control practices between all clinical disciplines and personnel.
Section 10

Postgraduate training
10.1. Postgraduate training
10.2. SWOT analysis
10.3. Improvement-Plan/strategy to observed improvements

10.1 Postgraduate training

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In all branches, postgraduate education is provided in cooperation with the Institute of Medical Sciences of Ankara University; students register after they prove proficient in the postgraduate test designed and given by the Institute. These students are required to complete courses, present papers, carry on practical applications in clinics and laboratories in the first two years, and prove their proficiency in the final test given at the end of the second year. Then, these students are asked to improve their research project as graduation thesis. The postgraduate program, which covers a period of five years, is completed when students defend their thesis.

The postgraduate program consists of at least seven courses bearing at least 21 credit values in total, as well as seminars, proficiency examinations, thesis proposal and thesis study.

The postgraduate program is completed in eight semesters. The students who fail in the program can be dismissed from the program in accordance with the provisions of the Regulations before the end of this period. Students who successfully complete all these steps and meet all other requirements are granted a postgraduate diploma.

Such common courses as Ethics, Methodology and Statistics are given at the Faculty building. Other courses and research activities are held in the other campuses of the University.

In 2006-7, a total of 59 students completed their postgraduate theses.

The Faculty organizes regular courses for the alumni on dental implant applications.
10.2. SWOT analysis

Strengths
1. Presence of a dynamic academic staff that has established scientific cooperation with dentistry faculties abroad.
2. Presence of members of the academic staff with experience gained abroad.
3. Provision of an active and speedy internet access for all members of the academic staff.
4. Sister universities with which scientific cooperation has been established.

Weaknesses
1. That members of the academic staff are not proficient in foreign languages.
2. That student exchange programs have not been initiated yet.
3. Inadequate financial support in international activities.

Opportunities
1. Presence of scientific cooperation activities with universities abroad.
2. Educational project of the European Union (Socrates, Erasmus).
3. Support provided for postgraduate programs through student exchange programs.

Threats
1. Bureaucratic limitations (visa procedures).
## 10.3. Improvement – Plan/Strategy to Observe Improvement

<table>
<thead>
<tr>
<th>Aim</th>
<th>Activity, tool</th>
<th>Obstacles</th>
<th>Method for Eliminating Limitations</th>
<th>Method for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improving scientific cooperation with dentistry faculties abroad</td>
<td>1. Dynamic academic staff</td>
<td>1. Bureaucratic limitations</td>
<td>1. Encouragement of the academic staff</td>
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<tr>
<td></td>
<td>2. Scientific meeting and conferences</td>
<td>2. Lower number of participants</td>
<td>2. Organizing scientific meetings</td>
<td></td>
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<tr>
<td>2. Initiation of student exchange programs.</td>
<td>1. Relations with the Rector’s Office and other universities</td>
<td>1. Concern and doubts of students</td>
<td>3. Increasing cooperation</td>
<td>1. Working according to a plan</td>
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</tbody>
</table>

**Visitors’ comments**

There is an organised postgraduate programme and the Faculty has many postgraduate students, most of them graduates of the school. Others came from the Turkish speaking world. There was frustration among postgraduates about funding and limited opportunities for progression. In a few areas postgraduates may spend too much time supervising, to the detriment of their own learning and research. Increased external collaboration and exchange by postgraduates would be beneficial to them and the school.
Section 11

Summary of SWOT analysis and plans for innovation and improvement

Teaching and training
In 2004-5 education period, the Faculty adopted programs congruent with undergraduate programs of the European Union Nations Dentistry Faculties, and European Credit Transfer System. Currently, this curriculum is applied in pre-clinic classes. With the completion of all classes at the end of 2008-2009 education period, the Faculty will become fully compatible with the European Union programs. In addition, taking current conditions into consideration, it is aimed that present curriculum should be improved so that it is application-based at clinic and pre-clinic levels, that the Faculty can train competent dentists who, within the framework of universal targets for dentists, will give priority to preventive medicine, strive for the achievement of the year 2025 targets for oral and dental health of the World Health Organization.

Research
Forming national and international projects to carry on best quality research that will provide contribution to scientific and social progress,
Presenting researches in national and international scientific meetings and make sure that research findings are published in nationally and internationally recognized periodicals with higher impact factors,
Making sure that international and interdisciplinary cooperation can be strengthened,
Providing support for the members of the academic staff and their assistants so that they can join national and international congresses and meetings,
Improving study and observation facilities with various national and international academic units,
Organizing national and international congresses and symposiums

Relations with the society, and sector, and international relations
A) Relations with the Society and Sectors
Providing society with quality, scientific and inexpensive dental health services in all branches of dentistry,
Improving relations with professional organizations,
Provide support for in-service training programs,
Provide contribution to training society through various media, web sites, conferences, television and radio programs.

B) International relations
Improving present scientific cooperation links with dentistry faculties abroad and increase collaboration in research and education,
Provide support for encouragement,
Provide support for the members of the academic staff and their assistants in terms of experience abroad.

Governance, Administration Processes and Administrative Services
Organizing working environment in the Faculty so that administrative staff can work in the most efficient way,
Providing secondary staff and auxiliary medical personnel to work alongside members of the academic staff,
Increase in-service training activities,
Providing personnel and student participation to the Faculty administration

General Strategic Plan
Reflecting the mission and vision of the Faculty of Dentistry of Ankara University, the strategic plan of the faculty comprises of the following points:
(1) To improve scientific and cultural exchange with other universities,
(2) To carry on developing for better learning and research environment,
(3) To solve financial problems for education and research facilities, and
(4) To create a globalised life for students in education and cultural conditions.
## Action Plans for Improvement

### Education-Training

<table>
<thead>
<tr>
<th>Aim</th>
<th>Improvement Method</th>
<th>Agent</th>
<th>Duration (Short, Intermediate, Long)</th>
<th>Method to Assess Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing the number of students</td>
<td>Meetings with the political government</td>
<td>Faculty management</td>
<td>Intermediate</td>
<td>Reduction of the number of students</td>
</tr>
<tr>
<td>Accepting students from a higher score level</td>
<td>Faculty promotion according to a program and professionally.</td>
<td>Introductory brochures, CDs and web pages.</td>
<td>Intermediate</td>
<td>An increase in score level of students that prefer the faculty; more students from the top one thousand</td>
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<tr>
<td>Providing financial support for student libraries</td>
<td>Making clubs’ activities attractive; support from advisors.</td>
<td>Students, advisors and faculty management</td>
<td>Short</td>
<td>An increase in the number of activities and participants; providing support that students need</td>
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<tr>
<td>Strengthening relations with the alumni</td>
<td>Planning regular activities so that relations with the alumni can be strengthened</td>
<td>Faculty management and the alumni</td>
<td>Intermediate</td>
<td>An increase in the number of alumni participating in the activities</td>
</tr>
<tr>
<td>Increasing budget items to be spent on students and education</td>
<td>An increase in the budget devoted to students’ needs, their resources, computers and internet connections</td>
<td>Faculty management</td>
<td>Short</td>
<td>Feedback that students’ demands in terms education have been met</td>
</tr>
<tr>
<td>Improving sports and social activity facilities for students</td>
<td>Providing support for financial means, clothing, sports hall and, when needed, food, traveling and accommodation expenses for sports and social activities</td>
<td>Faculty management and students</td>
<td>Intermediate</td>
<td>Feedback that students’ essential needs for sports and social activities have been met</td>
</tr>
<tr>
<td>Providing support so that students can participate in congresses</td>
<td>Providing support for students to participate in congresses in related fields</td>
<td>Faculty management, students</td>
<td>Short</td>
<td>An increase in the number of students participating congresses</td>
</tr>
<tr>
<td>Post-graduation training</td>
<td>Designing questionnaires for the alumni and providing support in issues that they feel they need help</td>
<td>Faculty management, alumni associations</td>
<td>Intermediate</td>
<td>Feedback from the alumni; an increase in the number of participants</td>
</tr>
<tr>
<td>Increasing the number of books and other publications to be used for resources</td>
<td>Stimulating academic staff to this end; improvement in copyrights issues</td>
<td>Faculty management, academic staff</td>
<td>Intermediate</td>
<td>Assessment of the frequency of use of resources</td>
</tr>
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</table>

**Research**

<table>
<thead>
<tr>
<th>Aim</th>
<th>Method for Improvement</th>
<th>Agent</th>
<th>Duration (Short, Intermediate, Long)</th>
<th>Method for Assessing Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>That some research work do not conclude with a publication</td>
<td>Improving support to encourage scientific publications</td>
<td>University research fund, government institutions</td>
<td>Intermediate-Long</td>
<td>Monitoring the number of scientific publications</td>
</tr>
<tr>
<td>Insufficient level of joint projects between divisions / departments</td>
<td>Organizing monthly research meetings</td>
<td>Divisions, departments, the Dean's Office</td>
<td>Intermediate-Long</td>
<td>Monitoring the joint workgroup</td>
</tr>
<tr>
<td>Improving international relations</td>
<td>Forming relations with international institutions and academic personnel; improving joint projects</td>
<td>The Dean’s Office, academic staff, graduate and postgraduate students</td>
<td>Intermediate</td>
<td>An increase in the number of joint projects</td>
</tr>
</tbody>
</table>
### Relations with the society, and sector, and international relations

<table>
<thead>
<tr>
<th>Aim</th>
<th>Method for Improvement</th>
<th>Agent</th>
<th>Duration (Short, Intermediate, Long)</th>
<th>Method for Assessing Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure that revenues can be collected fully and on time</td>
<td>Contacting institutions for payment</td>
<td>The Dean’s Office</td>
<td>Short-Intermediate</td>
<td>Shortening of the period between billing and payment</td>
</tr>
<tr>
<td>Preventing losses in circulating capital payments</td>
<td>Raising awareness among faculty members; rewarding and informing</td>
<td>The Dean’s Office</td>
<td>Short-Intermediate</td>
<td>An increase in circulating investment revenues and accessing almost all consumption material</td>
</tr>
<tr>
<td>That our process for presenting health services has not been standardized and qualified yet</td>
<td>Formation of essential standards so that national and international standards approval can be obtained</td>
<td>The Dean’s Office</td>
<td>Intermediate</td>
<td>Reception of accreditation documents from national and international institutions</td>
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</table>
## Administration-Governance

<table>
<thead>
<tr>
<th>Aim</th>
<th>Method of Improvement</th>
<th>Agent</th>
<th>Duration (Short, Intermediate, Long)</th>
<th>Method for Assessing Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing the number of staff other than doctors</td>
<td>Demanding personnel, especially trained nurses</td>
<td>The Dean’s Office</td>
<td>Short</td>
<td>Reaching the optimal number of health personnel in comparison with international standards per patient.</td>
</tr>
<tr>
<td>Inadequate number of administrative and support services staff</td>
<td>Ensure efficient operation of the personnel; determine the number of personnel required</td>
<td>The Dean’s Office and Head Doctors’ Office</td>
<td>Short</td>
<td>Monitoring the number of employees</td>
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<tr>
<td>Inadequate in-service training facilities for administrative and technical staff</td>
<td>Designing and implementing in-service training programs</td>
<td>The Dean’s Office and Head Doctors’ Office</td>
<td>Short</td>
<td>Monitoring education programs</td>
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<tr>
<td>Improving relations with professional institutions</td>
<td>Organizing activities with such professional institutions as Ankara Chamber of Dentists and the Chamber of Turkish Dentists</td>
<td>The Faculty, Ankara Chamber of Dentists and the Chamber of Turkish Dentists</td>
<td>Short-Intermediate</td>
<td></td>
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<tr>
<td>Inadequate cooperation and joint project figures with institutions abroad and universities in Turkey.</td>
<td>Organizing activities so that members of the academic staff can be informed about such international exchange programs as Erasmus and Socrates; organizing introductory meetings and providing support so that participation to the European Union framework programs can be increased; making agreements with universities abroad for academic cooperation.</td>
<td>The Faculty, the Rector’s Office</td>
<td>Intermediate-Long</td>
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</tr>
<tr>
<td>Inadequacy of the web site in English and inability to renew the site.</td>
<td>Speedy renovation in the web design office; speedy translation of the web site so that it can be accessed from abroad.</td>
<td>Web Design Office, the Faculty, data processing units of the university</td>
<td>Short-Intermediate</td>
<td></td>
</tr>
<tr>
<td>Monitoring the number of academic personnel going abroad and coming from abroad; monitoring the number of joint research and publications with sources abroad.</td>
<td>Monitoring the design and implementation of the web page in English</td>
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</tbody>
</table>

**Visitors comments**

The development plan is ambitious and to be commended and supported. The visitors have provided their own SWOT analysis and Executive Summary (these follow Appendix 111) and some of the comments/suggestions might be taken into consideration when addressing the detailed plans set out above.
### Appendix I: Curriculum and credits

### Appendix II: Weekly time table

### Appendix III: List of staff publications by department

#### Appendix I:

Ankara University Faculty of Dentistry: Curriculum

<table>
<thead>
<tr>
<th>1st year</th>
<th>Code</th>
<th>Subject</th>
<th>C/E</th>
<th>Theoretical</th>
<th>Practical</th>
<th>Total Credits</th>
<th>ECTS Credits</th>
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<td>Principles of Atatürk and History of Revolution</td>
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<td>TD101</td>
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<td>Foreign Language (English)</td>
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C: Compulsory  E: Elective
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C: Compulsory   E: Elective
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<th>2nd TERM</th>
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C: Compulsory  E: Elective  X : One credit  XX: Two credits
# Appendix II:

## 2007 - 2008 Autumn semester, Weekly program

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- Monday: Prosthodontic (pre-clinic lab.)
- Tuesday: Anatomy, Anatomy, Sport-Music-Painting
- Wednesday: Biochemistry, Biochemistry, History of Turkish Republic
- Thursday: Prosthodontic, Prosthodontic, Prosthodontic, Medical Biology
- Friday: Foreign language (B), Foreign language (B), Foreign language (B), Physic

- Monday: Microbiology, Microbiology, Restorative dentistry, Restorative dentistry, Physiology
- Tuesday: Prosthodontic (pre-clinic lab.), Prosthodontic (pre-clinic lab.), Prosthodontic (pre-clinic lab.), Prosthodontic (pre-clinic lab.), Histology
- Wednesday: Anatomy (Lab.), Anatomy (Lab.), Anatomy (Lab.), Anatomy (Lab.), Foreign language (A)
- Thursday: Biophysics, Biophysics, Endodontics, Endodontics, Foreign language (A)
- Friday: Microbiology, Histology (Lab.), Histology (Lab.), Physiology (Lab.), Ph

- Monday: Oral Surgery, Oral Surgery, Oral Diagnosis and Radiology, Pharmacology
- Tuesday: Dental Anesthesia, Periodontology, Oral Diagnosis and Radiology, Prosthodontic (pre-clinic lab.)
- Wednesday: Pathology, Pathology, Prosthodontic, Prosthodontic
- Thursday: Orthodontics, Orthodontics, Material Science, Pedodontics, Restorative dentistry
- Friday: Endodontics, Endodontics, Endodontics, Endodontics (pre-clinic lab.), Restorative dentistry (pre-clinic lab.), Rest

- Monday: Oral Biochemistry, Oral Biochemistry, Orthodontics, Orthodontics, Clinic practice
- Tuesday: Community Dentistry and Oral Health, Endodontics, Pedodontics, Restorative dentistry, Clinic practice
- Wednesday: General Surgery, Oral Surgery, Oral Surgery, Oral Diagnosis and Radiology, Clinic practice
- Thursday: Oral Microbiology, Periodontology, Oral Diseases, Oral Diseases, Clinic practice
- Friday: Periodontology, Prosthodontics, Prosthodontics, Internal Medicine, Clinic practice

- Monday: Clinic practice, Clinic practice, Clinic practice, Clinic practice, Clinic practice
- Tuesday: Clinic practice, Clinic practice, Clinic practice, Clinic practice, Otolaryngology
- Wednesday: Clinic practice, Clinic practice, Clinic practice, Clinic practice, Clinic practice
- Thursday: Clinic practice, Clinic practice, Clinic practice, Clinic practice, Clinic practice
- Friday: Clinic practice, Clinic practice, Clinic practice, Clinic practice, Community Dentistry and Oral Health
## 2007 - 2008 Spring semester, Weekly program

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### Time Slots

- **08.30-09.20**
- **09.30-10.20**
- **10.30-11.20**
- **11.30-12.20**
- **12.20-13.30**
- **13.30-14.20**
Visitors’ comments
The visitors appreciate the efforts of staff to ensure a full schedule for both students and all facilities. Scheduling might be reconsidered in the context of what is best for the students and in a less demanding schedule. In other words the visitors thought the schedule is too crowded. This can be addressed by reducing time and levels of detail required in many disciplines moving towards problem solving and giving more time for reflection and recreation. It is the curriculum that should influence the schedule rather than vica-versa. The visitors advise that formal clinical scheduling should be extended by some means. In many countries the academic year is extended in clinical disciplines such as medicine and dentistry in order to maximise efficiency in use of clinical training facilities and personnel as well as providing for essential clinical practice experience for the undergraduate student. This would also require a significant revision of the School’s approach to assessment and using the unscheduled weeks preparing for repetition of failed examinations.

Also consideration might be given to the benefits of multidisciplinary clinics which have a significant impact on integration not to mention considerable savings and efficiencies using a more flexible and extended scheduling arrangement. The visitors are conscious of the inconvenience of this change.
Appendix III
List of Staff Publications by Department

Department of Periodontology

Title: Periodontal evaluation of patients with thromboangiitis obliterans
Author(s): Karagoz, S; Akar, AR; Durdu, S, et al.
Source: EUROPEAN JOURNAL OF CLINICAL INVESTIGATION Volume: 38 Issue: 5 Pages: 359-359 Published: 2008

Title: Ultrastructural determination of gingival Langerhans cells in alloxan-induced diabetic rats
Author(s): Ozsoy, N; Gul, N; Bostanci, H, et al.
Source: CELL BIOCHEMISTRY AND FUNCTION Volume: 23 Issue: 3 Pages: 181-187 Published: MAY-JUN 2005

Title: Morphological changes in diseased cementum layers: A scanning electron microscopy study
Author(s): Bilgin, E; Gurgan, CA; Arpak, MN, et al.
Source: CALCIFIED TISSUE INTERNATIONAL Volume: 74 Issue: 5 Pages: 476-485 Published: MAY 2004

Title: The investigation of the ultrastructural neutrophil changes in alloxan-induced diabetes in rats: response to a chemotactic challenge
Author(s): Ozsoy, N; Bostanci, H; Ayvali, C
Source: CELL BIOCHEMISTRY AND FUNCTION Volume: 22 Issue: 2 Pages: 81-87 Published: MAR-APR

Title: A histopathological investigation on the effect of systemic administration of the bisphosphonate alendronate on resorptive phase following mucoperiosteal flap surgery in the rat mandible
Author(s): Kaynak, D; Meffert, R; Bostanci, H, et al.
Source: JOURNAL OF PERIODONTOLOGY Volume: 74 Issue: 9 Pages: 1348-1354 Published: SEP 2003

Title: Gingival Langerhans' cells in type I diabetes mellitus
Author(s): Gunhan, M; Gunhan, O; Celasun, B, et al.

Title: MORPHOMETRY OF THE PERIIMPLANT OF IMMEDIATE AND LATE ENDOSSEOUS IMPLANTS
Author(s): ARPAK, N; NIEDERMEIER, W; NERGIZ, I, et al.
Source: JOURNAL OF DENTAL RESEARCH Volume: 74 Special Issue: SI Pages: 414-414 Published: 1995

Title: FAMILIAL GINGIVAL FIBROMATOSIS WITH UNUSUAL HISTOLOGIC-FINDINGS
Author(s): GUNHAN, O; GARDNER, DG; BOSTANCI, H, et al.
Source: JOURNAL OF PERIODONTOLOGY Volume: 66 Issue: 11 Pages: 1008-1011 Published: NOV 1995

Title: GENERALIZED GINGIVAL ENLARGEMENT DUE TO ACCUMULATION OF AMYLOID-LIKE MATERIAL

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Author(s): GUNHAN, O; CELASUN, B; PERRINI, F, et al.
Source: JOURNAL OF ORAL PATHOLOGY & MEDICINE   Volume: 23   Issue: 9   Pages: 423-428
Published: OCT 1994

Title: Evaluation of non-surgical periodontal treatment using 2 time intervals
Author(s): Eren, KS; Gurgan, CA; Bostanci, HS
Source: JOURNAL OF PERIODONTOLOGY   Volume: 73   Issue: 9   Pages: 1015-1019   Published: SEP 2002

Title: Periodontal health and adverse pregnancy outcome in 3,576 Turkish women
Author(s): Toygar, HU; Seydaoglu, G; Kurklu, S, et al.
Source: JOURNAL OF PERIODONTOLOGY   Volume: 78   Pages: 2081-2094   Published: 2007

Title: Assessment of bone density differences between conventional and bone-condensing techniques using dual energy x-ray absorptiometry and radiography
Author(s): Gulsahi, A; Paksoy, CS; Yazicioglu, N, et al.
Source: ORAL SURGERY ORAL MEDICINE ORAL PATHOLOGY ORAL RADIOLOGY AND ENDODONTOLOGY   Volume: 104   Pages: 692-698   Published: 2007

Title: The effect of improved periodontal health on metabolic control in type 2 diabetes mellitus
Author(s): Kiran, M; Arpak, N; Unsal, E, et al.
Source: JOURNAL OF CLINICAL PERIODONTOLOGY   Volume: 32   Issue: 3   Pages: 266-272
Published: MAR 2005

Title: Evidence of clinical periimplant probing.
Author(s): Greve, C; Arpak, N; Niedermeier, W
Source: JOURNAL OF DENTAL RESEARCH   Volume: 81   Special Issue: SI   Pages: A100-A100
Published: MAR 2002

Title: Reactions of peri-implant tissues to continuous loading of osseointegrated implants
Author(s): Akin-Nergiz, N; Nergiz, I; Schulz, A, et al.
Source: AMERICAN JOURNAL OF ORTHODONTICS AND DENTOFACIAL ORTHOPEDICS   Volume: 114   Issue: 3   Pages: 292-298   Published: SEP 1998

Title: Histomorphometric evaluation of bone remodelling using alloplastic graft materials.
Author(s): Ozcan, M; Schulz, A; Arpak, N, et al.
Source: JOURNAL OF DENTAL RESEARCH   Volume: 77   Issue: 5   Pages: 1211-1211   Published: MAY 1998

Title: MORPHOMETRY OF THE PERIIMPLANT OF IMMEDIATE AND LATE ENDOSSEOUS IMPLANTS
Author(s): ARPAK, N; NIEDERMEIER, W; NERGIZ, I, et al.
Source: JOURNAL OF DENTAL RESEARCH   Volume: 74   Special Issue: SI   Pages: 414-414
Published: 1995

Title: MOBILITY OF IMPLANTS AND MORPHOLOGIC CHANGES OF PERIIMPLANT TISSUES ON LOADING
Author(s): NERGIZ, I; SCHULZ, A; NIEDERMEIER, W, et al.
Source: JOURNAL OF DENTAL RESEARCH   Volume: 74   Special Issue: SI   Pages: 414-414
Title: ODONTOGENIC MYXOMA - REPORT OF A PERIODONTALLY-LOCATED CASE - RESPONSE
Author(s): GUNHAN, O; CELASUN, B; CAN, C, et al.
Source: JOURNAL OF PERIODONTOLOGY Volume: 63 Issue: 1 Pages: 64-64 Published: JAN 1992

Title: ODONTOGENIC MYXOMA - REPORT OF A PERIODONTALLY-LOCATED CASE
Author(s): GUNHAN, O; ARPAK, N; CELASUN, B, et al.

Title: Morphological changes in diseased cementum layers: A scanning electron microscopy study
Author(s): Bilgin, E; Gurgan, CA; Arpak, MN, et al.
Source: CALCIFIED TISSUE INTERNATIONAL Volume: 74 Issue: 5 Pages: 476-485 Published: MAY 2004

Title: Implant supported single tooth replacement combined with orthodontic periodontal and prosthetic therapy.
Author(s): Arpak, MN; Unsal, G; Erkut, G, et al.
Source: JOURNAL OF DENTAL RESEARCH Volume: 78 Issue: 5 Pages: 1064-1064 Published: MAY 1999

Title: INVERSE TOOTH ERUPTION
Author(s): ARPAK, MN
Source: ORAL SURGERY ORAL MEDICINE ORAL PATHOLOGY ORAL RADIOLOGY AND ENDO DONTICS Volume: 70 Issue: 1 Pages: 127-127 Published: JUL 1990

Title: Iatrogenic trauma to oral tissues
Author(s): Ozcelik, O; Haytac, MC; Akkaya, M
Source: JOURNAL OF PERIODONTOLOGY Volume: 76 Issue: 10 Pages: 1793-1797 Published: OCT 2005

Title: Alterations in location of the mucogingival junction 5 years after coronally repositioned flap surgery
Author(s): Gurgan, CA; Oruc, AM; Akkaya, M
Source: JOURNAL OF PERIODONTOLOGY Volume: 75 Issue: 6 Pages: 893-901 Published: JUN 2004

Title: THE EFFECT OF A SINGLE APPLICATION OF SUBGINGIVAL ANTIMICROBIAL OR MECHANICAL THERAPY ON THE CLINICAL-PARAMETERS OF JUVENILE PERIODONTITIS
Author(s): UNSAL, E; WALSH, TF; AKKAYA, M
Source: JOURNAL OF PERIODONTOLOGY Volume: 66 Issue: 1 Pages: 47-51 Published: JAN 1995

Title: Effect of subgingival chlorhexidine gel or tetracycline paste on histological parameters of adult periodontitis.
Author(s): Unsal E, Walsh TF, Gedikoglu G, et al.
Source: JOURNAL OF DENTAL RESEARCH Volume: 78 Issue: 5 Pages: 1066-1066 Published: MAY 1999
Title: INFLUENCE OF A SINGLE APPLICATION OF SUBGINGIVAL CHLORHEXIDINE GEL OR TETRACYCLINE PASTE ON THE CLINICAL-PARAMETERS OF ADULT PERIODONTITIS PATIENTS
Author(s): UNSAL E, AKKAYA M, WALSH TF
Source: JOURNAL OF CLINICAL PERIODONTOLOGY Volume: 21 Issue: 5 Pages: 351-355 Published: MAY 1994

Title: Prevalance of juvenile periodontitis among students aged 13-19 in Ankara, Turkey
Author(s): Saribay, A; Eres, G; Akkaya, M
Source: JOURNAL OF DENTAL RESEARCH Volume: 78 Pages: 651 Published: OCT 1999

Title: Beneficial effects of periodontal treatment on metabolic control of hypercholesterolemia
Author(s): Oz, SG; Fentoglu, O; Kilicarslan, A, et al.
Source: SOUTHERN MEDICAL JOURNAL Volume: 100 Issue: 7 Pages: 686-691 Published: JUL 2007

Title: A histopathologic investigation on the effects of electrical stimulation on periodontal tissue regeneration in experimental bony defects in dogs
Author(s): Kaynak, D; Meffert, R; Gunhan, M, et al.
Source: JOURNAL OF PERIODONTOLOGY Volume: 76 Issue: 12 Pages: 2194-2204 Published: DEC 2005

Title: A histopathological investigation on the effects of the bisphosphonate alendronate on resorptive phase following mucoperiosteal flap surgery in the mandible of rats
Author(s): Kaynak, D; Meffert, R; Gunhan, M, et al.
Source: JOURNAL OF PERIODONTOLOGY Volume: 71 Issue: 5 Pages: 790-796 Published: MAY 2000

Title: Destructive membranous periodontal disease (ligneous periodontitis)
Author(s): Gunhan, O; Gunhan, M; Berker, E, et al.
Source: JOURNAL OF PERIODONTOLOGY Volume: 70 Issue: 8 Pages: 919-925 Published: AUG 1999

Title: Gingival Langerhans’ cells in type I diabetes mellitus
Author(s): Gunhan, M; Gunhan, O; Celasun, B, et al.

Title: FAMILIAL GINGIVAL FIBROMATOSIS WITH UNUSUAL HISTOLOGIC-FINDINGS
Author(s): GUNHAN, O; GARDNER, DG; BOSTANCI, H, et al.
Source: JOURNAL OF PERIODONTOLOGY Volume: 66 Issue: 11 Pages: 1008-1011 Published: NOV 1995

Title: Histomorphometric evaluation of short-term changes in masseter muscle after lengthening the rabbit mandible by distraction osteogenesis
Author(s): Tuz, HH; Kısınısci, RS; Gunhan, M
Source: JOURNAL OF ORAL AND MAXILLOFACIAL SURGERY Volume: 61 Issue: 5 Pages: 615-620 Published: MAY 2003
Title: Examination of periodontal tissues by a cutting-grinding technique
Author(s): Gunhan M, Gunhan O, Celasun B, et al.
Source: AUSTRALIAN DENTAL JOURNAL Volume: 41 Issue: 3 Pages: 173-175 Published: JUN 1996

Title: The effect of improved periodontal health on metabolic control in type 2 diabetes mellitus
Author(s): Kiran, M; Arpak, N; Unsal, E, et al.
Source: JOURNAL OF CLINICAL PERIODONTOLOGY Volume: 32 Issue: 3 Pages: 266-272 Published: MAR 2005

Title: The influence of occlusal loading location on stresses transferred to implant-supported prostheses and supporting bone: A three-dimensional finite element study
Author(s): Eskitascioglu, G; Usumez, A; Sevimay, M, et al.
Source: JOURNAL OF PROSTHETIC DENTISTRY Volume: 91 Issue: 2 Pages: 144-150 Published: FEB 2004

Title: Oral melanin pigmentation related to smoking in a Turkish population
Author(s): Unsal, E; Paksoy, C; Soykan, E, et al.
Source: COMMUNITY DENTISTRY AND ORAL EPIDEMIOLOGY Volume: 29 Issue: 4 Pages: 272-277 Published: AUG 2001

Title: Evaluation of vertical forces created with finite element stress analysis on periodontal defects.
Author(s): Eskitascioglu, G; Unsal, E; Ozgey, S, et al.
Source: JOURNAL OF DENTAL RESEARCH Volume: 78 Issue: 5 Pages: 1065-1065 Published: MAY 1999

Title: Effect of subgingival chlorhexidine gel or tetracycline paste on histological parameters of adult periodontitis.
Author(s): Unsal, E; Walsh, TF; Gedikoglu, G, et al.
Source: JOURNAL OF DENTAL RESEARCH Volume: 78 Issue: 5 Pages: 1066-1066 Published: MAY 1999

Title: COMPARISON OF DIGITIZED AND VISUAL PLAQUE VITALITY MEASUREMENT
Author(s): WALSH, TF; UNSAL, E; VARELLACENTELLES, P
Source: JOURNAL OF CLINICAL PERIODONTOLOGY Volume: 22 Issue: 8 Pages: 653-654 Published: AUG 1995

Title: THE EFFECT OF IRRIGATION WITH CHLORHEXIDINE OR SALINE ON PLAQUE VITALITY
Author(s): WALSH, TF; UNSAL, E; DAVIS, LG, et al.
Source: JOURNAL OF CLINICAL PERIODONTOLOGY Volume: 22 Issue: 3 Pages: 262-264 Published: MAR 1995

Title: THE EFFECT OF TOPICAL SUBGINGIVAL 25-PERCENT METRONIDAZOLE ON PLAQUE VITALITY
Author(s): WALSH, TF; MCQUAID, CA; VARELLACENTELLES, PI
Source: JOURNAL OF DENTAL RESEARCH Volume: 74 Issue: 3 Pages: 863-863 Published: MAR 1995
Title: THE EFFECT OF A SINGLE APPLICATION OF SUBGINGIVAL ANTIMICROBIAL OR MECHANICAL THERAPY ON THE CLINICAL-PARAMETERS OF JUVENILE PERIODONTITIS
Author(s): UNSAL, E; WALSH, TF; AKKAYA, M
Source: JOURNAL OF PERIODONTOLOGY Volume: 66 Issue: 1 Pages: 47-51 Published: JAN 1995

Title: CELLULAR AND BACTERIAL-COLONIZATION OF BARRIER MEMBRANES UTILIZED FOR GUIDED BONE REGENERATION AROUND DENTAL IMPLANTS
Author(s): UNSAL, E; WALSH, TF; HARRIS, D, et al.
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Title: INFLUENCE OF A SINGLE APPLICATION OF SUBGINGIVAL CHLORHEXIDINE GEL OR TETRACYCLINE PASTE ON THE CLINICAL-PARAMETERS OF ADULT PERIODONTITIS PATIENTS
Author(s): UNSAL, E; AKKAYA, M; WALSH, TF
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Title: MMPs, IL-1, and TNF are regulated by IL-17 in periodontitis
Author(s): Beklen, A; Ainola, M; Hukkanen, M, et al.

Title: Morphological changes in diseased cementum layers: A scanning electron microscopy study
Author(s): Bilgin, E; Gurgan, CA; Arpak, MN, et al.
Source: CALCIFIED TISSUE INTERNATIONAL Volume: 74 Issue: 5 Pages: 476-485 Published: MAY 2004

Title: Destructive membranous periodontal disease (ligneous periodontitis)
Author(s): Gunhan, O; Gunhan, M; Berker, E, et al.
Source: JOURNAL OF PERIODONTOLOGY Volume: 70 Issue: 8 Pages: 919-925 Published: AUG 1999

Title: OBSERVER VARIATION IN THE RADIOGRAPHIC ASSESSMENT OF THE BONE LEVEL ON THE BUCCAL AND LINGUAL SURFACES OF MANDIBULAR MOLARS
Author(s): GURGAN, C; GRONDAHL, K; WENNSTROM, JL
Source: DENTOMAXILLOFACIAL RADIOLOGY Volume: 24 Issue: 3 Pages: 165-168 Published: AUG 1995

Title: OBSERVER PERFORMANCE IN LOCATING THE BIFURCATION IN MANDIBULAR MOLARS ON PERIAPICAL RADIOGRAPHS
Author(s): GURGAN, C; GRONDAHL, K; WENNSTROIM, JL
Source: DENTOMAXILLOFACIAL RADIOLOGY Volume: 23 Issue: 4 Pages: 192-196 Published: NOV 1994

Title: RADIOGRAPHIC DETECTABILITY OF BONE LOSS IN THE BIFURCATION OF MANDIBULAR MOLARS - AN EXPERIMENTAL-STUDY
Author(s): GURGAN, C; GRONDAHL, K; WENNSTROM, JL
Source: DENTOMAXILLOFACIAL RADIOLOGY Volume: 23 Issue: 3 Pages: 143-148 Published: AUG 1994
Title: Dental students' ability to assess gingival health status with DAAGS software  
Author(s): Camgoz, M; Gurgan, CA; Kajiwara, K, et al.  
Source: JOURNAL OF DENTAL EDUCATION  Volume: 72  Pages: 59-66  Published: 2008

Title: Short-term side effects of 0.2% alcohol-free chlorhexidine mouthrinse used as an adjunct to nonsurgical periodontal treatment: A double-blind clinical study  
Author(s): Gurgan, CA; Zaim, E; Bakirsoy, I, et al.

Title: Alterations in gingival dimensions following rapid canine retraction using dentoalveolar distraction osteogenesis  
Author(s): Gurgan, CA; Iseri, H; Kisnisci, R  
Source: EUROPEAN JOURNAL OF ORTHODONTICS  Volume: 27  Issue: 4  Pages: 324-332  Published: AUG 2005

Title: Distribution of different morphologic types of subgingival calculus on proximal root surfaces  
Author(s): Gurgan, CA; Bilgin, E  
Source: QUINTESSENCE INTERNATIONAL  Volume: 36  Issue: 3  Pages: 202-208  Published: MAR 2005

Title: Alterations in location of the mucogingival junction 5 years after coronally repositioned flap surgery  
Author(s): Gurgan, CA; Oruc, AM; Akkaya, M  
Source: JOURNAL OF PERIODONTOLOGY  Volume: 75  Issue: 6  Pages: 893-901  Published: JUN 2004

Title: Evaluation of non-surgical periodontal treatment using 2 time intervals  
Author(s): Eren, KS; Gurgan, CA; Bostanci, HS

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An analysis of maxillary anterior teeth: Facial and dental proportions
AU Hasanreisoglu, U Berksun, S Aras, K Arslan, I JOURNAL OF PROSTHETIC DENTISTRY VL 94 IS 6

Computer-based evaluation of gender identification and morphologic classification of tooth face and arch forms Berksun, S Hasanreisoglu, U Gokdeniz, B JOURNAL OF PROSTHETIC DENTISTRY VL 88 IS 6

Bond strength of three porcelains to two forms of titanium using two firing atmospheres
Atsu, S Berksun, S JOURNAL OF PROSTHETIC DENTISTRY VL 84 IS 5

Thermal cycling distortion of porcelain fused to metal fixed partial dentures Gemalmaz, D Berksun, S Alkumru, HN Kasapoglu, C JOURNAL OF PROSTHETIC DENTISTRY VL 80 IS 6

a matrix procedure for reproducing natural or carved tooth contours in porcelain laminate veneers
BERKSUN, S KEDICI, PS KALIPCILAR, B JOURNAL OF PROSTHETIC DENTISTRY VL 71 IS 2

Shear-strength of composite bonded porcelain-to-porcelain in a new repair system BERKSUN, S SAGLAM, S JOURNAL OF PROSTHETIC DENTISTRY VL 71 IS 4
Repair of fractured porcelain restorations with composite bonded porcelain laminate contours
BERKSUN, S KEDICI, PS SAGLAM, S JOURNAL OF PROSTHETIC DENTISTRY VL 69 IS 5


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Visitors’ overall SWOT Analysis

Strengths
Strong leadership
Young dynamic faculty
Committed and loyal staff
Acceptance of international visitor review
Outward looking
Openness to new views, opinions
Recognition of challenges ahead
Close relationships with students and good feedback from them
High quality manikin (phantom) head unit
Many new and different cases for students to experience and treat
Enormous improvements in recent years
Student group research presentations 5th year
Election of Heads and Dean, rather than appointment
Clean and Smart in appearance - people and building

Weaknesses
Insufficient integration in the curriculum between departments
Lack of integrated patient care
32 Week rostered academic year is too short
Quality improvement methods are developing but need further development
No clinical practice in first three years
Insufficient emphasis on competence assessment in clinical departments
Over-crowded clinics and waiting areas (patient overload)
Lack of an overall approach to prevention and public health promotion
Overemphasis on memorising facts
Too much emphasis on teaching and insufficient emphasis on learning
Insufficient encouragement for critical thinking (students)
Some themes taught too late in program and separated e.g. community dentistry, communication skills, ethical responsibilities
Lack of an electronic record system

Opportunities
Increased pace of economic & social developments in Turkey
Likelihood of integration with European Union
Impact of EU freedom of movement of professionals between countries
Global convergence towards higher standards in dental education
The Faculty of Dentistry, Ankara University could be a role model for others
Potential for more collaboration with other schools
Research & Graduate Education
To increase the quantity of high quality publications

Threats
Capacity to cope with patient numbers
Failure of state authorities to recognise impact of patient numbers
Finance & sustainability in the longer term
General practice incomes will attract graduates from teaching & research
Having segregated departmental approaches to cross-infection controls and their monitoring
Conflicting (departmental) ambitions
The process of change can be stressful and cause divisions
Visitors’ Executive Summary

The visitors’ overall judgement is that the school is as good as most dental schools in Europe and better than many visited. A thorough curriculum of a traditional style, with welcome high levels of clinical practice, is provided to a very high standard. The Faculty of Dentistry is 45 years old. It has strong and good leadership, with a young and dynamic cohort of staff. They are committed and loyal, welcoming this international peer review. They are open to new views and opinions and having been steadily introducing change. Lecturers interact comfortably with students, who are provided with substantial amounts of varied clinical practice.

The School is at a critical period in its development and has an opportunity to become an outstanding centre for dental education. It can build on its excellent, modern facilities and appearance and its strong staff base. It needs to retain unity within its staff in:

• identifying priorities and a realistic timescale for moving forward;
• addressing clinic capacity issues with greatly increased patient numbers;
• maintaining financial sustainability;
• critically, considering changing from a traditional, lecture and department based curriculum to an educational philosophy based more directly on understanding, discovery and learning; and competence achievement with a reduced assessment load.
• an agreed approach to extending the clinical curriculum through some means
• That will require significant revision of the segregated approach to examinations and assessments. Currently, this results in the vast majority of students failing one or more of an excessive number of tests. That is counter-productive. Also reducing the detail and reliance on memorizing in these tests, and shifting towards problem solving, would have a most positive influence.

The School should consider giving more support to the biological sciences, providing an oral pathology laboratory which, with the associated teaching in-house, would fill a current gap, employing more clinical auxiliaries and providing opportunity for students to practise four-handed dentistry.

In the absence of national peer reviews among the 19 dental schools in Turkey, attention should be given to introducing simple systems of quality improvement and assurance within the school.

A national Oral Health policy is needed and this could support more emphasis on public health dentistry and prevention. This policy would help all dental schools in Turkey fine tune their programmes to the needs of the country’s population. This is a time of significant economic and social development in Turkey with integration with the European Union envisaged. The Faculty and University have potential for more collaboration with other schools. This could be undertaken in research and graduate education.

It is important to pay tribute to those from the various departments who pioneered contacts with ADEE and prepared for this visit over the past four years. These are:

Prof. Dr. Tamer Yılmaz (Division of Basic Medical Sciences)
Assoc.Prof. Dr. Meltem Darter Öztan (Department of Endodontics)
Prof. Dr. Serpil Duran (Department of Oral and Maxillofacial Surgery)
Prof. Dr. Bengi Öztas (Department of Oral Diagnosis and Radiology)
Prof. Dr. Ufuk Memikoglu Toygar (Department of Orthodontics)
Assoc. Prof. Dr. Levent Özer (Department of Pedodontics)
Prof. Dr. Elif Ünsal (Department of Periodontology)
Prof. Dr. Funda Akalatan (Department of Prosthodontics)
Prof. Dr. Engin Ersöz (Department of Restorative Dentistry)
Developments since the ADEE Visit

In the period between the ADEE site visit and the completion of this visitors’ report the School has positively responded to some of the main observations with some impressive interim developments that include:

➢ Curriculum reforms are now being planned with;
  o Less clutter,
  o Reduced emphasis on memorizing,
  o More seminars and small group teaching,
  o Increased emphasis on critical thinking,
  o Revision of assessment methods,
  o Reduction of examination detail,
  o Introduction of credit for ongoing clinical performance,
  o Integrated approach to yearly performance of students,

➢ Implementation of plans to introduce comprehensive primary dental care in 5th Dental Year;

➢ Ongoing assessment and end-of-semester assessment of comprehensive patient care;

➢ Introduction of open presentation of patient treatments as case reports to an audience;

➢ Towards that end consideration is being given to renovation or new clinical facilities to accommodate this fundamental change in clinical training and patient care;

➢ Improved efficiencies in clinical time-tables;

➢ Earlier clinical introduction with clinical observation sessions for third year students;

➢ Increased engagement of students in sterilisation and cross-infection control procedures;

➢ Four-handed dentistry

➢ Improved eye-protection policies and practice

➢ Renewed efforts to fund digital radiography

➢ Ongoing review of reforms and self assessment report.

Rather than revise the original visitors’ comments it was decided to add this page as an extra section to the report. The visitors wish to commend the School for their positive responses to their own self-assessment report combined with the visitors’ responses. All concerned, including the visitors, should be pleased with progress that has resulted from the exercise. This epitomises the inherent value of self-assessment if it is objectively carried out with the assistance of external peer review. Obviously essential change will take time but the School is to be congratulated on its openness and ability to implement reform and plan for the future in such a short period. The School’s experience will have much to offer others and, as alluded to earlier in the visitors’ comments, this School is already a very useful role model for others to observe, learn from its experiences and follow as appropriate to their regional needs.