

Accreditation Results
(Accreditation Results for School of Dental Education)

Kagoshima University,
Faculty of Dentistry, Department of Dentistry



Basic Information of the Institution	
Ownership: National	Location: Kagoshima, Japan
Accreditation Status	
Year of the Review: 2022	
Accreditation Status: accredited (Accreditation Period: April 1, 2023 – March 31, 2030)	

Accreditation Results for Kagoshima University Faculty of Dentistry, Department of Dentistry

Under the philosophy of "Before being a good dental professional, be a good medical professional. Before being a good medical professional, be a good individual," Kagoshima University Faculty of Dentistry, the only center of dental education in southern Kyushu, aims to produce dentists and dental medical educators and researchers with holistic dentistry expertise, broad knowledge required to contribute to local and global healthcare, and a strong sense of values and mission. Based on the educational mission established in the Kagoshima University Charter as well as the mission and purpose of the Faculty of Dentistry, the dental program has formulated the clear educational goal of training dental professionals who will serve the needs of the people.

To achieve this educational goal, the Department of Dentistry in 2015 became the nation's first dentistry program to adopt the Outcome Based Education (OBE) framework. Following the OBE approach, the Department implements a curriculum structured to provide a step-by-step learning process tailored to the levels of student attainment. Specifically, the curriculum defines twenty-nine competencies in five competency areas as the learning outcomes students are expected to have achieved at the time of graduation, and links these competencies to specific courses to create a performance-level matrix. Furthermore, to realize the educational objectives of developing dental professionals who practice dental care for all and contribute to local and global healthcare, the dentistry program offers an advanced curriculum separate from the core curriculum. Especially notable are the practical training opportunities unique to the region, such as the course in which students join Accompanying practice for traveling dental care in remote island or work in Dental clinical practice in remote islands. These courses serve as a good reference for other dental education institutions in considering how dental care should be provided in communities lacking dentists, as such communities are expected to increase in the future as the nation's population declines.

The clinical training curriculum is designed to ensure students gain abundant clinical experience. Clinical practice and participation in care, for example, students work in various departments on rotation. When a student is assigned to a

dental patient requiring treatment over an extended period, the different departments work out a schedule that allows the student to experience the entire process from the initial conversation with the patient on the first visit and making treatment plans to providing patient counseling, treatment, and maintenance. When developing and revising the syllabus, the course instructor prepares a lesson improvement plan based on the feedback received from teachers observing the class and the previous year's student survey, and reflects the improvement ideas along with the revision history in the following year's syllabus. This is a commendable process for creating and managing the syllabus.

Another notable feature is that each faculty member conducts self-study each year, and the department heads not only evaluate the performance of their team members every three years but also publish the evaluation results.

While this review identified a variety of strengths and unique offerings as described above, there were also a number of areas for improvement. Regarding the clinical training facilities, there is no dental care unit dedicated exclusively to training, and students must share the equipment with the instructor dentist or resident dentists. It is desirable that clinical trainees be given priority access to the facilities. Another area for improvement concerns the obtaining of individual consent forms for patient care clinical training. At present the consent form is used only in some departments, and work on revising the form has been suspended. These issues need to be addressed.

To deal with the issues raised above, the Department of Dentistry is advised to use the results of this review and continue its self-study efforts for improvement, further assure and enhance the quality of its dentistry program (bachelor's program), and develop its unique dentistry education.