



# Perceived Value & Self-Reported Implementation of Teaching Evidence-Based Dentistry (EBD) in Indonesian Dental Schools a national survey

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# Background

■ Low income ■ Lower middle income ■ Upper middle income ■ High income

- Literature of EBD practice and teaching is rather limited compared to other health professions, (e.g medicine & nursing). Furthermore, most EBD studies conducted in more developed or higher income country (HIC) settings.
- EBD skills are listed explicitly as a competencies of future dentists (Indonesian national standards and regional level - ASEAN competency framework).
- Dental schools as educational institution → EBD teaching, and it requires consistent administrative support and sufficient resources (Hinton et al. 2011 & Hinton et al. 2015).
- Therefore, to get a better insight in the current situation regarding EBD teaching in Indonesia we conducted a national level survey.



# Aims

To get a better insight in the current situation regarding teaching EBD in Indonesia by exploring **the dean's perception** about its importance and to determine to what extent EBD is already included and implemented as reported by their **curriculum teams**.



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# Methods

New questionnaire based on relevant literatures

A modified questionnaire based on previous instrument by Gorgon et al. 2013.

## Survey 1



Deans

Perceived value of the importance, implementation, and resource availability.

## Survey 2



Curriculum teams

Self-reported level of implementation, resource availability, and action plan.

Conducted in a National meeting of Indonesian dental schools in Surabaya, Indonesia (September 2022)

Distributed after the completion of the first questionnaire



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# Results

Loc The EBD steps and its specific topics\* taught in Indonesian dental schools (n=29).

Item Teachers and scientific access in dental schools (N = 29).

Item	n	%
<b>i. As</b>		
1. Faculty		
2. Visiting		
<b>ii. Scientific</b>		
3. Courses		
4. Literature		
<b>iii. Clinical</b>		
12.1		
13.1		
19.1		
<b>iv. In</b>		
23.1		
24.1		
<b>v. Evidence</b>		
25.1		

\* (The availability (Available/not available)  
 \*\* (n, total case %)

Status	Survey 1	Survey 2
Public	15	15
Private	16	14
<b>Total</b>	<b>31</b>	<b>29 (90.7%)</b>

Program	Numbers of teachers	(N, %)
EBD (n=29)	21	72.4%
Program de	3	10.3%
Program	1	3.4%
Program	1	3.4%
Program	1	3.4%
Program	1	3.4%
Program	1	3.4%
<b>Total</b>	<b>29</b>	<b>100%</b>

not available or not taught at all  
 taught in <50% of dental schools



# Limitation

The perceived value and the current status on EBD teaching **might have reported socially desirable or less accurate**. Despite the introductory message of the survey that emphasized data analysis as aggregate data and also by data clarification using the submitted curriculum documents, we still could not rule out any possibility.



# Conclusions

1. The deans perceived EBD skills as important and reported the necessities for improvement, especially regarding teachers skills.
2. EBD specific topics (step 1 – 3; ask, acquire and appraise) have been covered by the majority of dental schools, but more than half have not covered the topics in step 4 – 5 (apply and evaluate).
3. The majority of schools did not have sufficient access to evidence and only a few schools have teachers participated in EBM/EBP/EBD training.
4. Strong consensus for faculty development as priority plan to improve EBD teaching, potentially as a collaborative plan.



# Key points (take home message)

1. With this approach, we confirmed the unanimous opinion of the deans regarding the importance of EBD in dental schools while simultaneously providing them a platform for an introspection on their current situation.
2. This national survey creates a strong basis for improving the current situation to be followed as a collaborative plan (potentially as a nationwide faculty development program on EBD).





# Future direction

- Resources -> Collaboration with the association of the Indonesian dental schools and relevant stakeholders on improving access for evidence
- Teachers -> Learning needs analysis to guide training for teachers on teaching evidence-based dentistry (EBD)
- Students -> To develop a model of online learning courses on EBD through co-creation, and to pilot it in a small scale. The output model will be offered as a ready-to-use package to other schools.



# List of References

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