

## An Opinion Survey of the Dental Curriculum at Matsumoto Dental College

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### Summary

Recent dental curriculum consists of two columns, that is, basic science and clinical science in Japan.

However, we regard current dental curriculum as important to comprise cultural sciences, social sciences and natural sciences under the present condition, such as the rapid development of science technology, the progress of dental health care quality, and the directivity of the community medical health care.

We regard current dental curriculum as necessary to reform and fill up to satisfy the new academic development and social demand.

Therefore we made this opinion survey for the purpose to make characteristic to examine dental curriculum. (The object and method of the survey)

We selected 637 dental students in M. D. C. from the first grade to the sixth grade when students in finished clinical practice. Of 532 male students and 105 female students, opinion survey on dental curriculum was made.

(Result)

1. As for the occupation of dental students' parents, it is notified that "medical doctor" rank first (29.2%) and "dental doctor" rank second (24.2%) and together they form 53 percent of the total, and "Company executives" rank third, and "self-employed" rank fourth.

However "Office worker" form 7.4 percent of the total and "Government worker" form 4.2 percent.

2. As for the motivation to become a dental doctor, it is notified that "advice of parent" and "stabilization of livelihood" form about 70 percent of the total at the point of admission. After admission to school, "stabilization of livelihood" and "too much payment of school expenses" have a majority.
3. As for ideal dental doctor to be desired, it is notified that "dental doctor to be kind to the patients" rank first, and "dental doctor who has excellent technique" rank second.
4. As for cultural sciences in liberal arts, it is notified that the higher the school year, the higher the percentage of the students who regard cultural sciences as necessary and

important.

- 5 . As for linguistics, it is notified that about 90 percent of the students regard English as most necessary, and about 50 percent of the students regard German as necessary.
- 6 . As for natural sciences, it is notified that the ratio of the students who deny to regard "mathematics" and "physics" as necessary is high and the ratio of the students who regard "chemistry" and "biology" as necessary is high.

### Introduction

The dental curriculum at Matsumoto Dental College has until recently been based upon two pillars: basic science and clinical science. However, it is now considered important to incorporate into the dental curriculum humanities, social science and natural science, given the rapid development of scientific technology, the qualitative improvement of dental health care, and the increasing attention to regional and community oriented medical care<sup>1-6)</sup>.

We think it necessary to reform and improve the dental curriculum by actively taking up these topics in order to achieve the development of new areas of learning and better serve social needs. This opinion survey was conducted with for the purpose of utilizing its findings for the examination of future dental education.

### Material and Method

As shown in Table 1, this opinion survey was conducted a total of 637 students— 532 males 83.5% and 105 females 16.5% who are in their first to sixth school years at Matsumoto Dental College.

Using the questionnaire shown in Table 2, the survey was conducted in November, 1989 following clinical study by the sixth year students. We sought data and opinions on such matters as "occupation of parents", "ideas about dentists" and "the curriculum now being offered at this college". Items of the questions are summarized as follows. Out of 18 items, 2 questions were concerned to liberal arts, 6 to clinical science, 3 to medical science, 1 to preclinical practice, 2 to image of dentist.

**Table 1:** Object of the survey  
unit : person (%)

	male	female	total
1st grade	94 (80.3)	23 (19.7)	117 (18.4)
2nd grade	95 (80.5)	23 (19.5)	118 (18.5)
3rd grade	65 (77.4)	19 (22.6)	84 (13.2)
4th grade	102 (82.3)	22 (17.7)	124 (19.5)
5th grade	75 (85.2)	13 (14.8)	88 (13.8)
6th grade	101 (95.3)	5 (4.7)	106 (16.6)
total	532 (83.5)	105 (16.5)	637 (100.0)

**Table 2:** Item of questions  
(multiplex)

Liberal arts	2
Basic science	7
Clinical science	6
Medical science	3
Preclinical practice	1
Image of dentist	2

**Result and Discussion**

1. Classified by the occupation of parents

Table 3, show the ratio of occupation of the parents of the respondents. "Medical doctors" ranked top with 29.2%, followed by "dentists" with 24.2%, with both categories accounting for 53% of total. This percentage is believed to indicate a strong occupational linkage or motivation for children to follow in their parents' career. These occupations were followed by "the self-employed" with 20.7% "company executives" with 8.8%, "company employees" with 7.4% and "public employees" with 4.2%.

A similar tendency was also seen when classified by sex. The total percentage of those replying that their parents were "medical doctors" or "dentists" was a high 61% for female students, apparently showing their parents' stronger desire to have their children pursue a similar profession.

In this survey, 82.9% of the parents of the respondents were judged large income earners on the basis of their occupations as "medical doctors", "dentists", "self-employed people" and "company executives." This higher percentage is believed to be attributable to the large financial burden for parents in sending their children to a private medical college typically costing some 400,000 dollars in school expenses before graduation.

2. Reason to become dentist

**Table 3: Classified by the occupation of parents**

unit : person (%)

	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	Sex male female	total
medical doctor	29 (24.8)	32 (27.1)	26 (30.9)	44 (35.5)	25 (28.4)	30 (28.3)	153 (28.8) 33 (31.4)	186 (29.2)
dentist	24 (20.5)	36 (30.5)	17 (20.2)	26 (20.9)	25 (28.4)	26 (24.5)	123 (23.1) 31 (29.5)	154 (24.2)
public employee	9 ( 7.7)	4 ( 3.4)	3 ( 3.6)	5 ( 4.0)	2 ( 2.3)	4 ( 3.8)	25 ( 4.7) 2 ( 1.9)	27 ( 4.2)
company executive	14 (11.9)	12 (10.2)	6 ( 7.1)	9 ( 7.3)	3 ( 3.4)	12 (11.3)	48 ( 9.0) 8 ( 7.6)	56 ( 8.8)
company employee	10 ( 8.5)	11 ( 9.3)	5 ( 6.0)	10 ( 8.1)	5 ( 5.7)	6 ( 5.7)	38 ( 7.1) 9 ( 8.6)	47 ( 7.4)
self-employed	29 (24.8)	20 (17.0)	23 (27.4)	20 (16.1)	22 (15.0)	18 (17.0)	115 (21.6) 17 (16.2)	132 (20.7)
others	1 ( 0.9)	3 ( 2.5)	3 (3.6)	9 ( 7.3)	6 ( 6.8)	2 (1.9)	20 ( 3.8) 4 ( 3.8)	24 ( 3.8)
not entry	1 ( 0.9)	0 ( 0.0)	1 (1.2)	1 ( 0.8)	0 ( 0.0)	8 ( 7.5)	10 ( 1.9) 1 ( 1.0)	11 ( 1.7)

Table 4, show the percentage of replies to the question about "reasons for aspiring to become dentists at the time of enrollment".

38% of the respondents, the largest single group, cited "advice or expectation from parents" as the reason ; followed by "future livelihood will be guaranteed" with 33% ; "contribution to society" with 26.1% ; and "interest in dentistry" with 25.6%.

By sex, about 50% of female students cited "advice from parents", showing a marked difference in opinion between male and female students. Female students replying "future livelihood is guaranteed" accounted for only 22% as against 35.2% of the male students. One major reason for this phenomenon is believed to be the fact that female students are less enthusiastic about supporting themselves, as many Japanese women have to be retired after marriage.

As the reason for aspiring to become dentists, 31.4% of the female students cited "interest in dentistry" as against only 24.4% of male students. By school year, the largest portion of students in their second to fifth school years cited "advice from parents, "but first and sixth year students tended more to cite "future livelihood will be guaranteed". Most notably, 51.9% of the sixth year students cited this reason.

### 3. Reason to become dentist after admission

This concerns "the reasons for aspiring to become dentists cited after admission to college.

**Table 4 : Reason to become dentist  
(at the time of enrollment)**

	(multiplex) unit : person (%)							total
	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	sex male female	
guaranteed future livelihood	39 (33.3)	34 (28.8)	25 (29.8)	35 (28.2)	22 (25.0)	55 (51.9)	187 (35.2) 23 (22.0)	210 (33.0)
high social standing	17 (14.5)	15 (12.7)	17 (20.2)	31 (25.0)	16 (18.2)	29 (27.4)	110 (20.7) 15 (14.3)	125 (19.6)
contribution to society	35 (29.9)	36 (30.5)	28 (33.3)	30 (24.2)	14 (16.0)	23 (21.7)	144 (27.1) 22 (21.0)	166 (26.1)
advice, expectation from parents	37 (31.6)	48 (40.7)	33 (39.3)	43 (34.7)	42 (47.7)	39 (36.8)	190 (35.7) 52 (49.5)	242 (38.0)
interest in dentistry	26 (22.2)	33 (28.0)	12 (14.3)	44 (35.5)	25 (28.4)	23 (21.7)	130 (24.4) 33 (31.4)	163 (25.6)
unrelated to human life	4 ( 3.4)	10 ( 8.5)	7 ( 8.3)	2 ( 1.6)	6 ( 6.8)	10 ( 9.4)	28 ( 5.3) 11 (10.5)	39 ( 6.1)
others	2 ( 1.7)	10 ( 8.5)	4 ( 4.8)	15 (12.1)	14 (16.0)	12 (11.3)	47 ( 8.8) 10 ( 9.5)	57 ( 8.9)
not entry	1 ( 0.9)	2 ( 1.7)	1 ( 1.2)	0 ( 0.0)	0 (0.0)	3 ( 2.8)	6 ( 1.1) 1 ( 1.0)	7 ( 1.1)

The largest portion, 38.5% of the respondents, cited "future livelihood is guaranteed"; followed by desire to get a return on previous investment for education with 35.6%; "contribution to society" with 29.2%; "interest in dentistry" with 28.3%; and "advice from parents" with 23.4%.

When these ratios are compared with those at the time of enrollment, the percentage of "advice from parents" declined sharply, while that of students citing "contribution to society" and "interest in dentistry" increased. This is believed to indicate students' increasing self-awakening to their future occupation.

When this matter is examined by school years, the percentage of students in their fifth or earlier years who cited "future livelihood is guaranteed" showed a tendency to increase during the period between the time of enrollment and the present.

A similar trend was also seen in students in their fourth or earlier school years for the reason of "contribution to society." A decrease in the relevant percentage seen in fifth year students is believed to reflect their apparent increasing unrest as they neared clinical study.

The percentage of those replying "interest in dentistry" showed signs of increasing among students in their first to fifth school years, but decreased among sixth year students. We believe this phenomenon indicates that the sixth year students felt relieved as their clinical study was over, apparently increasing their optimism regarding dentistry. One wonders in this connection if these

**Table 5: Reason to become dentist**  
(after admission)

(multiplex) unit : person (%)

	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	sex male female	total
guaranteed future livelihood	48 (41.0)	43 (36.4)	32 (38.1)	42 (33.9)	21 (23.9)	59 (55.7)	210 (39.5) 35 (33.3)	245 (38.5)
high social standing	16 (13.7)	21 (17.8)	19 (22.6)	27 (21.8)	10 (11.4)	34 (32.1)	112 (21.1) 10 (9.5)	122 (19.2)
contribution to society	40 (34.2)	39 (33.1)	28 (33.3)	40 (32.3)	11 (12.5)	28 (26.4)	157 (29.5) 29 (27.6)	186 (29.2)
advice, expectation from parents	56 (47.8)	57 (48.3)	56 (66.7)	70 (56.5)	65 (73.9)	72 (67.9)	300 (56.4) 76 (72.3)	376 (59.0)
interest in dentistry	36 (30.8)	30 (25.4)	22 (26.2)	44 (35.5)	28 (31.8)	20 (18.9)	143 (26.9) 37 (35.2)	180 (28.3)
unrelated to human life	3 (2.6)	3 (2.5)	4 (4.8)	6 (4.8)	1 (1.1)	5 (4.7)	17 (3.2) 5 (4.8)	22 (3.5)
others	1 (0.9)	9 (7.6)	3 (3.6)	17 (13.7)	16 (18.2)	9 (8.5)	44 (8.3) 11 (10.5)	55 (8.6)
not entry	1 (0.9)	2 (1.7)	0 (0.0)	6 (4.8)	0 (0.0)	6 (5.7)	12 (2.3) 3 (2.9)	15 (2.4)

students might have grown more interested in dentistry following clinical study.

The percentage of students saying they want a return on their education showed a tendency to increase as their school years advanced. This is believed to indicate that many of them were enrolled at the college without seriously considering the matter of whether dentistry would be a suitable profession, and are now studying to become dentists for the reason that so much money is being spent on their education. (Table 5)

#### 4. Ideal dentist

Table 6 show replies to the question about "ideal dentist". The largest portion (72.1% of the respondents) replied "dentists who are very kind to patients", followed by "reliable dentists" with 60.6%, and "dentists with superior skills" with 50.2%. Those who replied "dentists studying hard" accounted for 24.8% and those saying "dentists who do not work for profit" accounted for 17.4%.

By sex, there were notable differences between male and female students in the ratios of the replies "dentists with superior skills", "reliable dentists" and "dentists studying superior skills", "reliable dentists" and "dentists studying hard". In each of the reply items, the percentage of female students was higher than that of male students, suggesting that females have a higher level of consciousness about the dental occupation than do males.

#### 5. Types of dentist want to be in the future

Table 7 show the ratio of replies to the question of what types of dentists the respondents want to be in the future, irrespective of their ideals about the matter.

The largest portion, (73.0% of the respondents), cited "dentists who are kind to patients, "followed by "reliable dentists" with 65.1% and "dentists with superior skills" with 55.9% The replies came in the same order as those cited in the case of ideal dentists, and the percentage of the relevant replies shows signs of increasing.

**Table 6 :** Ideal dentist

	(multiplex) unit : person (%)							total
	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	sex male female	
superior skills	57 (48.7)	69 (58.5)	48 (57.1)	58 (46.8)	33 (37.5)	55 (51.8)	255 (47.9) 65 (61.9) 89 (16.7)	320 (50.2)
do not work for profit	22 (18.8)	17 (14.4)	17 (20.2)	18 (14.5)	18 (20.5)	19 (17.9)	22 (21.0) 382 (71.8) 77 (73.3)	111 (17.4)
very kind to patients	83 (70.9)	87 (73.7)	64 (76.2)	89 (71.8)	64 (72.7)	72 (67.9)	123 (23.1) 35 (33.3)	459 (72.1)
studying hard	13 (11.1)	30 (25.4)	20 (23.8)	40 (32.3)	31 (35.2)	24 (22.6)	309 (58.1) 77 (73.3)	158 (24.8)
reliable dentist	64 (54.7)	71 (60.2)	53 (63.1)	73 (58.9)	54 (61.4)	71 (67.0)	13 (2.5) 0 (0.0)	386 (60.6)
not entry	0 (0.0)	1 (0.8)	0 (0.0)	3 (2.4)	4 (4.5)	5 (4.7)	0 (0.0)	13 (2.1)

The percentage of those citing "dentists studying hard" remains almost the same, but that of those citing "dentists who do not work for profit" shows a decrease.

When we compare these ratios to the replies about "ideal dentists," the percentage of those citing "dentists who are kind to patients" shows increases in the first, fifth and sixth year students, and either decreases or levels off in second through fourth year students.

The ratio of those citing "dentists with superior skills" levels off in among fifth year students, but increases in students of other school years. For the item "reliable dentists," the ratio of students citing this reply increases in students of all school years.

For the item of "dentists studying hard", the percentage shows an increase among first, second and 6th year students, with that of six year students showing a marked increase. For the item "dentists who do not work for profit", the percentage decreases among students in the fourth or earlier school years, and the relevant percentage falls to nearly one-half among fifth and sixth years students, apparently showing a gap between the ideal and reality.

#### 6. Humanity subjects

Table 8 show the ratio of those replying in the affirmative to the question about the necessity of offering the humanities subjects of philosophy, ethics and literature at this college.

Regarding the necessity for philosophy and literature, those replying in the affirmative accounted for less than 30%, while 37.4% of students replied the same about "ethics."

Table 7: Types of dentists want to be in the future

(multiplex) unit : person (%)

	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	sex male female	total
superior skills	73 (62.4)	73 (61.9)	49 (58.3)	68 (54.8)	33 (37.5)	60 (56.6)	289 (54.3) 67 (63.8)	356 (55.9)
work for profit	4 (3.4)	5 (4.2)	4 (4.8)	7 (5.6)	5 (5.7)	12 (11.3)	35 (6.6) 2 (1.9)	37 (5.8)
do not work for profit	18 (15.4)	15 (12.7)	11 (13.1)	19 (15.3)	9 (10.2)	9 (8.5)	65 (12.2) 16 (15.2)	81 (12.7)
very kind to patients	86 (73.5)	85 (72.0)	64 (76.2)	86 (69.4)	67 (76.1)	77 (72.6)	386 (72.6) 79 (75.2)	465 (73.0)
studying hard	17 (14.5)	31 (26.3)	15 (17.9)	40 (43.3)	27 (30.7)	32 (30.2)	133 (25.0) 29 (27.6)	162 (25.4)
reliable dentist	66 (56.4)	75 (63.6)	58 (69.0)	76 (61.3)	59 (67.0)	81 (76.4)	336 (63.2) 79 (75.2)	415 (65.1)
others	0 (0.0)	1 (0.8)	0 (0.0)	3 (2.4)	2 (2.3)	2 (1.9)	6 (1.1) 2 (1.9)	8 (1.3)
not entry	4 (3.4)	3 (2.5)	5 (6.0)	7 (5.6)	6 (6.8)	7 (6.5)	28 (5.2) 4 (3.9)	32 (5.0)

**Table. 8 : Humanity subject**

		unit : person(%)					
	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	total
philosophy	22 (18.8)	32 (27.1)	16 (19.0)	34 (27.4)	24 (27.3)	36 (34.0)	164 (25.7)
ethics	33 (28.2)	46 (39.0)	37 (44.1)	48 (38.7)	31 (35.2)	43 (40.6)	238 (37.4)
literature	28 (23.9)	29 (24.6)	21 (25.0)	37 (29.8)	29 (33.0)	43 (40.6)	187 (29.4)

**Table. 9 : Social sciences**

		unit : person(%)					
	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	total
economics	55 (47.0)	40 (33.9)	36 (42.9)	62 (50.0)	49 (55.7)	54 (50.9)	296 (46.5)
psychology	66 (56.4)	76 (64.4)	55 (65.5)	93 (75.0)	59 (67.0)	66 (62.3)	415 (65.1)

**Table. 10 : Language study**

		unit : person(%)					
	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	total
English	101 (86.3)	102 (86.5)	72 (85.7)	108 (87.1)	74 (84.1)	99 (93.4)	556 (87.3)
German	72 (61.6)	48 (40.7)	42 (50.0)	64 (51.6)	37 (42.1)	55 (51.9)	318 (49.9)

**Table. 11 : Natural sciences**

		unit : person(%)					
	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	total
mathematics	37 (31.6)	42 (35.6)	35 (41.6)	64 (51.6)	40 (45.4)	50 (47.2)	268 (42.1)
physics	46 (39.3)	61 (51.7)	44 (52.4)	69 (55.7)	44 (50.0)	60 (56.6)	324 (50.8)
chemistry	76 (65.0)	93 (78.8)	63 (75.0)	94 (75.8)	69 (78.4)	89 (84.0)	484 (76.0)
biology	110 (94.0)	109 (92.4)	74 (88.0)	110 (88.7)	78 (88.6)	94 (88.7)	575 (90.3)

**Table. 12 : History and comprehensive dentistry**

		unit : person(%)					
	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	total
comprehensive dentistry	—	99 (83.9)	65 (77.4)	73 (58.9)	56 (63.6)	50 (47.2)	343 (66.0)
dental history	—	58 (49.2)	47 (56.0)	48 (38.7)	40 (45.5)	27 (25.5)	220 (42.3)



By school years, the ratio of students admitting the necessity of philosophy and literature shows an increasing trend as their school years advance.

#### 7. Social sciences

Table 9 show the ratio of those replying in the affirmative about the necessity for the social sciences of economics and psychology.

46.5% of students admitted the necessity for economics, and 65.1% of students for psychology.

There were no marked differences by school years, showing roughly similar ratios.

Subjects of study such as psychology, philosophy and ethics are clearly necessary for dentists in both their clinical and spiritual aspects. However, it is regrettable that the ratio of students admitting the necessity for these subjects is relatively low. This phenomenon may be related to the contents of curricula themselves.

#### 8. Language study

This concerns the necessity of offering the subjects of English and German. (Table 10)

87.3% of students consider English necessary. By school years, 93.4% of the sixth year students admit the necessity for English. However, students' academic ability in English is relatively low. Indeed, many of them are unable to carry on a reasonable English conversation even in the area of technical terms for dentistry.

The percentage of students seeing the necessity for German is lower than that of students favoring English, standing at about 50%. By school years, 61.6% of the first years students admit the necessity for German, showing the highest rate of affirmative replies among all the respondents. The students are not required to study German at this college, and they need to have no knowledge whatsoever about German dentistry terms.

#### 9. Natural science.

Table 10 concerns the necessity for offering the subjects of mathematics, physics, chemistry and biology. 42.1% of students see the necessity for mathematics, and 50.8% of the pollees for physics. These figures are relatively low compared with 76.0% for chemistry and 90.3% for biology.

By school years, the percentage of first year students replying in the affirmative for mathematics, physics and chemistry is lower than that of students in other school years. The lower percentage for these subjects among first year students may indicate the students' idea that such subjects constitute merely an extension of study at senior high schools. The percentage of first and second year students seeing the necessity for biology is higher than that of students in other school years.

#### 10. History and comprehensive dentistry

This concerns the necessity for having students study "dental history" and "comprehensive dentistry." (Table 12)

66% of the students consider comprehensive dentistry necessary. The ratio of students replying in the affirmative shows signs of decreasing as school years advance. Less than 50% of the students and only 25.5% of the sixth year students see the necessity of dental history study.

This phenomenon may be attributed to the possibility that what the students expect from these subjects has not yet been clarified, and that the contents of lectures do not meet their expectations.

We feel it necessary to improve this situation and offer education from the standpoint of developing character as the first step for training good dentists.

### Conclusions

Through this survey seeking opinions of the students of this college. The following were

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1. As for the occupation of the parents of the students, "medical doctors" and "dentists" account for 53% of the total, with the former standing at 29.2% and the latter at 24.2%. They are followed by "self-employed persons" and "company executives." The ratio for "company employees" stands at 7.4% and "public employees" at 4.2%. The generally high-income occupations of parents reflect the large financial burden for school expenses.

2. As for the motives for becoming dentists, about 70% of students cited "advice from parents" and "future livelihood is guaranteed" at the time of their enrollment. After their admission to the college, however, a greater portion of the students cited "future livelihood is guaranteed" and "desire for a return on educational investment."

3. As for the question about ideal dentists, a majority of students replied, "dentists who are kind of patients" and "dentists with superior skills."

4. Regarding the question of offering humanities subjects in the basic course of study, a growing percentage of students attach importance to the necessity of humanities as their school years advance.

5. As for language study, about 90% of the students attach importance to the necessity of English, while about 50% of the respondents see the necessity of German.

6. Regarding natural science, the percentage of those replying negatively on mathematics and physics is high among students in all school years, whereas that of students recognizing the necessity for chemistry and biology is relatively high.

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抄録： 本学における歯科医学教育の意識調査

宮沢裕夫, 今西孝博 (松本歯大・小児歯科)

歯科医学教育は、basic science と clinical science, の2つの柱により行なわれている。しかし、急速な科学技術の進歩、あるいは歯科医療内容の質的向上、community を基盤とした地域医療への指向といった状況の中で、歯科医学教育は、人文科学や社会科学などを包括した教育が重要である。

著者らは、新しい学問領域の発達および社会的要求を満たす形でこれらについて積極的に取り上げ、歯科医学教育を改編し充実させ、医師としての人間教育を目標として、本学に在学する1学年から6学年を対象に意識調査をアンケートにより実施し分析検討し以下の結果を得た。

1. 親の職業では、「医師」29.2%「歯科医師」24.2%と全体の53%を占め、以下「自営業」「会社役員」の順であった。「会社員」7.4%「公務員」4.2%と低い割合であり、学費負担が大きいことが伺

われた。

2. 歯科医師を志す動機については、入学時では、「親の勧め」「生活の保証」が約70%を示し、入学後でも同様に高い動機であった。
3. 基礎科目の人文科学系学科については学年が高くなるに従い、その必要性を重視する学生の割合が増加する傾向が認められた。
4. 語学系では、「英語」について、その必要性を重視する学生が約90%と高く「ドイツ語」については、約50%の学生がその必要性を感じていた。
5. 自然科学系では、「数学」「物理学」について各学年共にその必要性を否定する学生の割合が高く「化学」「生物学」は、必要と認める学年の割合が高く認められた。