

RCDC



THE ROYAL COLLEGE OF DENTISTS
OF CANADA

FELLOWSHIP EXAMINATION CANDIDATE STUDY GUIDE DENTAL PUBLIC HEALTH

Introduction

The intent of this guide is to provide the candidate with an understanding of the format used for the Fellowship Examination in Dental Public Health.

The example questions are intended for candidates in Dental Public Health and are meant to demonstrate the various styles of questions that may appear in the exam. The content is meant for illustrative purposes only and **should not be construed as an example of the difficulty level of the examination.**

Fellowship Examination Format

Part 1A: SUBMISSION OF THE PROJECT/PAPER

Candidates must submit a project/paper on a Dental Public Health topic three weeks prior to the examination date. This project/paper can be on a topic from a candidate's dental public health practice or academic experience. It should clearly demonstrate the role and effort made by the candidate in completion of the project/paper. This project/paper cannot be used for any other degree or examination prior to or after the Fellowship Examination. The project/paper will demonstrate a candidate's ability to conduct research into community oral health problems and services, and will be used to assess competencies to assess community oral health status, needs and resources, diagnose community oral health problems, and identify the cause or strength of contributing factors.

Candidates will be provided with detailed guidelines on structure, lengths and format, submission process and verification of the candidate's role in completion of the project/paper after the application window.

Part 1B: Oral Defense of the PROJECT/PAPER

This part of the examination will take place after Part 1a (submission of the project/paper). A candidate will have to verbally present the project/paper. Questions from Examiners will follow. Each defense will be independently scored by Examiners. Equal weighting is given to Part 1a (submission of the project/paper) and Part 1b (oral defense of the project/paper).

Part 2A: OVERNIGHT ASSIGNMENT

The candidates will be provided with a written problem statement. The candidates will have until the next day to prepare a response to the information provided, and articulate the steps they would take to address the problem. This may include interpretation of data, policy analysis of the problem, and recommendations. The response will demonstrate a candidate's ability to assess policies, strategies, programs, services, and devices that affect oral health and the provision of oral health services. It will also be used to assess competencies of planning activities or programs that would be worthwhile in improving oral health within the given ethical, legal, political, social, demographic, economic, and environmental context.

Part 2B: ORAL DEFENSE OF Dental Public Health Overnight ASSIGNMENT

This part of the examination will take place after Part 2a (submission of the overnight assignment). A candidate will have to verbally present a plan. Questions from Examiners will follow. Each defense will be independently scored by examiners. Equal weighting is given to Part 2a (submission of the overnight assignment) and Part 2b (oral defense of the overnight assignment).

For the presentation and defense of both Part 1 (submission of the project/paper) and Part 2 (overnight assignment), candidates may bring written notes or presentation aids. These components of the examination are designed to evaluate a candidate's ability to understand a problem in relation to the information provided and formulate a reasonable solution. Candidates are asked to present appropriate solutions and alternatives based on the available information.

Examiners will use the following criteria in marking the submitted project/paper and the overnight assignment:

- Candidate's ability to understand the assigned problem(s) in view of the information provided.
- Candidate's ability to identify any other significant problems embedded in the assignment.
- The relevance of the criteria the candidate used to identify solutions to assigned problem(s).
- The appropriateness of the options that were considered as choices for solving the various problems.
- The rationale for selecting the choice of approach.
- Candidate's ability to justify the resources required (budget and personnel).
- The candidate's presentation skills.

Part 3: General Competencies

This part of examination is an oral examination that evaluates general competencies in Dental Public Health. The questions relate specifically to current Canadian Dental Public Health issues and are drawn from the ten topics listed below. The questions are broad and require a discussion of responses; they are designed to elicit comprehensive, in-depth answers that demonstrate a candidate's understanding of the subject rather than specific facts or definitions.

The overarching criteria that examiners will use for evaluating all oral presentations are:

- Was the presentation style clear and effective?
- Were the candidate's responses organized, concise, thoughtful, and coherent?
- If the candidate didn't know an answer, did he/she admit not knowing rather than responding with irrelevancies?

Topics for Review

- Critical Appraisal and Evidence-based Practice
- Oral Epidemiology Measurement and Methods
- Oral Disease in the Community
- Community Oral Health Interventions
- Health Status Monitoring
- Dental Public Health Program Planning, Implementation, and Evaluation
- Oral Health Promotion
- Health Program Management and Financing of Dental Programs/Care
- Ethics and Jurisprudence
- Current Issues in Dental Public Health

Please note that all topics may not necessarily appear in every examination.

General Competencies Sample Questions

Question 1

You have just noticed an article in the national dental journal on smoking in young adults. The article compares smoking to dental visits. The odds ratio for the likelihood of non-smokers being regular dental attenders has a confidence interval of (1.5 to 3.2). What does this mean? Would you be fairly confident in saying that young adults who don't smoke are more likely to be regular dental visitors? How does this compare to the survey results you just analyzed? What might you advise the dental associations about setting up in-office smoking education programs?

Question 2

In the delivery of oral health care for First Nations,

Who are the key players?

What are their roles? What pressures do they face?