

산학연계형 치위생학과 주문식 교육과정 연구

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A Study on Industry-University Cooperative Customized Curriculum of Dental Hygiene Study

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요 약 최근 사회의 급격한 변화는 사회내 모든 부분에 반영되어 성과와 효율에 대한 무한 경쟁의 모습으로 나타나고 있다. 교육 분야도 이 같은 상황은 예외가 아니어서 수요자의 요구를 충족시키기 위한 형태로 대학간 전공간 경쟁이 심화되고 있다. 주문식 교육제도의 도입은 바로 이러한 특성을 반영한 대학의 생존전략 중에 하나이다. 치위생학의 주문식 교육과정에 대한 연구결과 치과병원의 관리자들은 치과진료보조분야의 직무를 치과위생사의 주요업무라고 생각하는 것으로 나타났다. 반면 치과위생사들은 구강보건교육을 주요업무로 생각하고 있었으나 실제로 있어서는 본인의 의사와 달리 치과병의원 관리자의 의사를 따르는 것으로 나타나 1차적으로 산업체의 요구에 따른 산업체 현장실습강화가 필요한 것으로 분석되었다. 그리고 이와 함께 치과위생사의 주요 역할인 예방치과처치, 구강보건교육을 강화함으로써 병의원 내에서 치과위생사의 지위가 안정적으로 정착되게 하여 직장생활을 통해 자아실현의 기회를 제공할 필요도 있음을 알 수 있었다.

주제어 : 교육과정, 주문식, 치과위생사, 치위생학과, 현장적응능력

Abstract A recent rapid change in society drives the colleges and universities into the unlimited competition for satisfying users' demand. The introduction of customized educational system is one of the survival strategies of university that reflected this characteristic. The result of a research on the customized curriculum of the dental hygiene study shows that the managers of dental hospitals and clinics think that the dental assistance field is dental hygienist's major task. On the other hand, though the dental hygienists think that the oral health education is the main task, they just comply with the intention of managers of the dental hospitals and clinics in reality. Hence, the reinforcement of the practicum in the industry field is required to meet the demand from the industry. And there is also a need to offer an opportunity of self-realization through work life by allowing dental hygienists to have stable status within dental hospitals and clinics with enhanced education and training on preventive dental treatment and oral health.

Key Words : Curriculum, Customized, Dental hygienist, Dental Hygiene Department, Field adaptation skill

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1. Introduction

Every human beings seeks happiness in his or her life. Happiness can be defined in various ways, and in general it means to be healthy both physically and psychologically, and it also means the self-realization, achieving what he or she wants. In this respect, occupation is a means of living, and at the same time a means of self-realization by providing opportunities to participate in social activities, the sense of belonging, and stability. Embodied in humans, education, which is prerequisite in finding a professional job enables human beings to get the ability to work. Educated individuals can lead a life by having a certain job and taking a certain role in a society, and self-realization can be achieved through securing a job and job-related activities in the society[1].

Recently, 'the informatization' and 'the globalization' has brought a radical change into our society, and this change, reflected in almost all the sectors of our society, drives us into unlimited competition for the outcomes and the efficiency. This, in turn, has also brought a trend to pursue 'the consumer satisfaction' in almost all the sectors of society. The field of education has not been able to elude this social change, either. The competition among colleges, and even among departments is getting hectic. to meet the demand from 'consumers.' The introduction of the customized education system, which well reflects this change of trend in college, is viewed as one of the survival strategies the colleges employ. To describe it in detail, customized training is a system in which the borderline between school and industrial field is obliterated, and students can learn both in the classroom and in the field. This training system enables us to create a proper ability-developing structure for each duty field to cope with the radical change in the demand from the labor market, and can be said to be a model system that makes smooth the school-work transition[2]. On the other hand, though the customized training system

retains the above mentioned merits, an all out introduction of the system is likely to aggravate the already stagnated status of education in the foundation studies. Since the curriculum in the customized training system will be mainly composed of the practical subjects that will help students find a job, it will not leave much room to educate foundation studies, which should also be emphasized in the 21st century in which such qualities as creative thinking, and the ability to analyze and utilize information are indispensable.

As a way to offset the above mentioned drawback, Choi[2] recommends that the introduction of the customized system should go parallel with researches on the core curriculum that will enhance not only the education on liberal art qualities, analytical thinking, leadership, team work, creativeness, foreign language skills, and the ability to utilize information, which are all essential functions to the social life but basic studies of the major subjects.

The research of Gang and et.al[3] establishes a theory on the concept, the type and the operating system of the customized training to facilitate the adaptation of the customized training to the work places. It also suggests the operating system and development plan that will help each 2 year colleges employ various customized training courses after analysing the demands from industry and 2 year colleges.

Jung and et.al[4] suggests a way to improve the customized training system after analyzing the outcomes of the customized training. Through the analysis of the customized training in overseas country, Jung and et.al[4] shows what we should learn from the customized training in foreign countries, such as setting skill standard for the college professors and training expertises, the diversification of customized training aligned to the characteristics of the customers, the operation of the customized training system affiliated with nearby colleges and industries. after

analysing the outcomes of the customized training based on CIPP(Context Evaluation, Input Evaluation, Process Evaluation, Product Evaluation) model, Jung and et.al[4] also reports that the customized training has a positive influence on enhancing the suitability of education to the work place, and increasing the job finding rate of the graduates.

As for the research on the curriculum of dental hygiene study, there are those of Park[5], Yang[6] and Lee[7]. These researches, however, set their focuses on the improvement of the dental hygienists' status. The research of Moon and et.al[8] deals with the importance of liberal art subjects in the curriculum of dental hygiene study, and Hwang[9] carry out a research on the integrated curriculum. Another researcher such as Won and et.al[10], suggests the necessity of more standardized curriculum of dental hygiene study after comparing the curriculum in Korea and that the U. S. A.

As we have already seen in the above, the existing researches on the curriculum of dental hygiene study tend to be carried out with its focus on the curriculum of 2 year colleges, or 3 year colleges. And the research on the curriculum in the 4 year colleges is rarely found. Thus, It will be a meaningful try to carry out a research that will suggest a way to improve the curriculum of dental hygiene study through analysis on the curriculum of the 4 year college reflecting the demands from industry. And also, this research will suggest a curriculum of the customized training system suitable to 4 year dental hygiene study program in which students can be trained with practical knowledge required from the task of dental hygienists.

As of 2013, twenty-seven 4 year colleges and fifty-five 3 year colleges, eighty-two in total, open the dental hygiene study program, and recently, the number of dental hygiene study program in 4 year college has radically increased. With this trend on mind, this research will try to provide the baseline data that will be used in creating a 4 year college's

curriculum of the dental hygiene study program that will optimize the manpower supply and demand between the college and the industry.

2. Subject and Method of the Research

2.1 Subject of the Research

The purpose of this research is to provide baseline data for the specialization of the dental hygiene study in a 4 year college. The survey for this research was conducted for two months, from May 28, 2013 to July 21, 2013. The subjects of this research are 250 dental hygienists who are the hands-on staffs in 20 in-service training of dental hygiene institutes located in Seoul, Gyeonggi-do and Ganwon-do. After the purpose of the research and the method of answering the survey was explained, the structured questionnaires were distributed, and total 230 copies of the survey questionnaires were collected. Among these 205 copies, 215 copies were used in the analysis, and 15 copies were judged as improper to be processed and excluded.

2.2 Research tool and Reliability

The survey questionnaires were composed of the following: 3 questions about general characteristics of the respondents, 2 questions about the curriculum of the dental hygiene study, and 7 questions about the customized curriculum demanded by the industry. About the general characteristics, the survey asks current working place, the tasks of dental hygienists that dental hygienists think important, and the tasks of dental hygienists that the dentists consider important. The questionnaires about the curriculum of the dental hygiene study include the number of courses opened in the curriculum, and the problem of the curriculum in relation with performing dental hygienists' tasks and adaptability to the real work place. The questionnaires about the curriculum demanded from the industry are composed of questions about the contents of the

customized curriculum demanded from the industry, the general education that should be enhanced to improve task performance in the industry, the importance of a course in such branches as basic dental hygiene, dental hygiene management and clinical dental hygiene, and prospect of a course to help dental hygienists improve the clinical adaptability and gain professionalism. With 5 point scale of Likert model, the answers were given from 1 point for “quite positive” to 5 points for “quite negative.”

2.3 Analysis of the Data

The data gathered for this research were analyzed with SPSS(Statistical Package for the Social Science) WIN 18.0 program. In order to find out the general characteristics of the subjects, the frequency of the responses and the percentage were calculated. And in order to find out the degree of dental hygienists’ understanding on the curriculum of dental hygiene study and the customized curriculum demanded from the industry, One-way ANOVA, χ^2 (Chi-square) verification, and frequency analysis were carried out. Scheffe Test was also performed as a posttest.

3. Analysis of the Survey Response

3.1 The General Characteristics

The general characteristics of the subjects are shown in <Table 1>. Among 215 respondents, in the respect of working place, 39.5% of the respondents are working in the dental hospitals, and 31.6% answered that they are working in the dental clinics. Another 28.8% work at the university · general hospitals. Regarding the most important task of dental hygienists, 27.4%, which shows the highest frequency, consider the oral health education as the most important task of dental hygienists, followed by the hospital management and patient care (23.0%). The other tasks that dental hygienists think important are found out to be the

following order: preventive dental treatment(22.8%), dental assistant field(21.2%), oral radiography(3.0%), dental equipment and material management(2.6%). On the other hand, 38.2% of the dentists think dental assistant field the most important task of dental hygienists, which is followed by the hospital management and patient care(29.4%). About oral health education, 10.5% of the dentists answered important. the other tasks that the dentists think the most important task of the dental hygienists are dental equipment and material management 10.0%), preventive dental treatment(10.0%), and oral radiography(5.1%).

<Table 1> General Characteristics of the Subjects

	Categories	Frequency (person)	(%)
Workplace	Dental Clinic	68	31.6
	Dental Hospital	85	39.5
	University · General Hospital	62	28.8
Dental hygienists important tasks	Preventive Dental Treatment	98	22.8
	Dental Assistant field	91	21.2
	Oral Health Education	118	27.4
	Oral Radiography	13	3.0
	Dental Equipment and Materials Management	11	2.6
	Hospital management and Patient care	99	23.0
	Subtotal	430	100.0
Dentist important tasks	Preventive Dental Treatment	29	6.8
	Dental Assistant field	164	38.2
	Oral Health field	45	10.5
	Oral Health Education	22	5.1
	Dental Equipment and Materials Management	43	10.0
	Hospital management and Patient care	126	29.4
	Subtotal	429	100.0
	Total	215	100.0

3.2 Analysis on the Curriculum

3.2.1 The Number of Courses Opened

Regarding the number of courses opened in the

dental hygiene study programs, the dental hygienists think the number of courses opened is not so many as shown in the <table 2>. Average 2.8 points out of 5 points is the result of this survey.

<Table 2> Opinion on the number of Courses opened

Workplace	Mean	SD	F(p)
Dental Clinic	3.09	0.54	
Dental hospital	2.98	0.65	2.20
University · General Hospital	2.85	0.70	(0.113)
Total	2.98	0.64	

Sorted by the workplace, dental hygienists working in the dental clinics answered that the number of the courses are many. on the other hand, those who are working in the university · general hospitals think the number of course is not enough. the difference is, however, not significant.

3.2.2 The Problems in the Curriculum

<Table 3> is showing how the dental hygienists answered about the problems in the curriculum of dental hygiene study. 46.0% of the respondents answered that the lack of adaptability to the workplace is the most problematic, which is followed by the lack of ability to perform tasks(34.4%). Another 10.2 % answered that the curriculum is insufficient to reflect the demand from the industry. The lack of professionalism was also picked up as problematic by 9.3% of the respondents.

Regarding the work place of the respondents, dental hygienists working in the dental hospitals think the lack of adaptability to workplace as the most problematic in the curriculum. On the other hand, dental hygienists working in the university · general hospitals answered that the lack of ability to perform tasks is main problem of the curriculum. However, the difference does not show significance.

<Table 3> Problems of the Curriculum

	Dental Clinic	Dental hospital	University · General Hospital	Total	χ^2 (df)	p
lack of professionalism	3 (4.4)	8 (9.4)	9 (14.5)	20 (9.3)		
Lack of performance ability	24 (35.3)	27 (31.8)	23 (37.1)	74 (34.4)		
Lack of adaptability to work place	31 (45.6)	42 (49.4)	26 (41.9)	99 (46.0)	6.57 (6)	0.362
Insufficient to reflect the demand from Industry	10 (14.7)	8 (9.4)	4 (6.5)	22 (10.2)		
Total	68 (31.6)	85 (39.5)	62 (28.8)	215 (100.0)		

3.3 Curriculum demanded by the Industry

3.3.1 The focus of the Industry–Demanding Curriculum

<Table 4> shows the respondents’ opinions about the most-needed-to-be-emphasized field in the operation of the customized curriculum. Considering the dental hygienists role, 33.0% of the dental hygienists answered that the curriculum should put the dental assistant field ahead of any other field in the curriculum. The next highest field selected as to be emphasizes is the oral health education field(20.0%). 17.7% answered that the hospital management and patient care should be emphasized, and 13.5%, the preventive dental treatment.

The dental hygienists working in the dental clinics answered that the oral health education should be emphasized most in the operation of the customized curriculum when they consider the role of dental hygienists in the industry. Those who work in the dental hospitals think that the dental assistant field should be highlighted most in the customized curriculum.

<Table 4> The focus of the Industry Demanding Curriculum.

	Dental Clinic	Dental hospital	University · General Hospital	Total	χ^2 (df)	p
Preventive Dentistry	5 (7.4)	12 (14.1)	12 (19.4)	29 (13.5)	16.33* (8)	0.038
Dental Assistant	21 (30.9)	30 (35.3)	20 (32.3)	71 (33.0)		
Oral Health Education	19 (27.9)	12 (14.1)	12 (19.4)	43 (20.0)		
Hospital management and Patient care	9 (13.2)	14 (16.5)	15 (24.2)	38 (17.7)		
Others	14 (20.6)	17 (20.0)	3 (4.8)	34 (15.8)		
Total	68 (31.6)	85 (39.5)	62 (28.8)	215 (100.0)		

* $p < .05$

And the dental hygienists working in the university · general hospitals picked up the preventive dental treatment, and the hospital management and the patient care as the field that needs to be emphasized most in the customized curriculum. Depending on the workplace, the result shows significant difference ($\chi^2=16.33, p<.05$).

3.3.2 The Aspect of Dental Hygienists' Understanding about the Content of the Customized Curriculum Demanded from the Industry

<Table 5> shows how the dental hygienists understand the content of the customized curriculum demanded from the industry. 50.7 % of the dental hygienists accepted it as a industry practicum. 21.4% answered that it is a lecture on hands-on experience in the real setting. And 20.5% take it as a reinforced in-school practice.

Analyzed by the workplace, the dental hygienists working in the dental clinics show more frequency in taking the content of the customized curriculum demanded from the industry as a reinforced in-school practice than those who are in the other work places.

The dental hygienists from dental hospitals understand it as the practicum in the industry. However, the answers by the work place do not show a significant difference.

<Table 5> Understanding on the content of the customized curriculum demanded from the industry

	Dental Clinic	Dental hospital	University · General Hospital	Total	χ^2 (df)	p
Practicum in the industry,	33 (48.5)	48 (56.5)	28 (45.2)	109 (50.7)	11.31 (6)	0.079
Lecture on the Hands-on experience	10 (14.7)	21 (24.7)	15 (24.2)	46 (21.4)		
Reinforcement of in-school practice	20 (29.4)	13 (15.3)	11 (17.7)	44 (20.5)		
others	5 (7.4)	3 (3.5)	8 (12.9)	16 (7.4)		
Total	68 (31.6)	85 (39.5)	62 (28.8)	215 (100.0)		

3.3.3 Important Courses to improve the task performing ability by Fields

Among the general education courses of the 4 year colleges, 33.3% of the dental hygienists participated in this survey answered that we need to reinforce the education on Psychology to improve the graduates' task performing ability. Language and Business Management are considered as the courses to be reinforced by 17.9%. Another 15.3 % chose Economics and 12.8%, Education. Statics was supported by only 2.8%.

In the field of basic dental hygiene, the largest number of dental hygienists(43.55) answered that Dental Morphology is the most important course. Oral Anatomy(24.2%) and Oral Pathology(16.7%) were ranked behind Oral Anatomy, which were followed by Oral Embryology(7.4%), Oral Physiology(7.25) and Oral Microbiology(0.9%). 44.7% of the dental hygienists think Oral Health Education the most important course in the field of dental hygiene management.

<Table 6> Important Courses to improve the task performing ability by Fields (multiple responses allowed)

categories		frequency (person)	%
Field of General Education to enhance the task performing ability	Language	77	17.9
	Business Management	77	17.9
	Economics	66	15.3
	Psychology	143	33.3
	Education	55	12.8
	Statistics	12	2.8
Field of Basic Dental Hygiene	Oral Anatomy	104	24.2
	Dental Morphology	187	43.5
	Oral Embryology	32	7.4
	Dental Pathology	72	16.7
	Oral Physiology	31	7.2
	Oral Microbiology	4	0.9
Field of Dental Hygiene Management	Community Dental Hygiene	135	31.4
	Oral Health Administration	85	19.8
	Oral Health Statistics	18	4.2
	Oral Health Education	192	44.7
Field of Clinical Dental Hygiene	Preventive Dentistry	86	20.0
	Periodontics	53	12.3
	Oral Radiology	76	17.7
	Conservative Dentistry	79	18.4
	Prosthodontics	76	17.7
	Pedodontics	2	0.5
	Orthodontics	16	3.7
	Oral Surgery	10	2.3
	Dental Materials	32	7.4
	Total		430

Community Dental hygiene(31.4%), Oral Health Administration(19.8%), Oral Health Statistics(4.2%) follow Oral Health Education in the order of important course of Dental Hygiene Management field.

In the field of Clinical Dental Hygiene, Preventive Dentistry is thought the most important course by 20.0% of the dental hygienists. The order of importance of the courses in the field of Clinical Dental hygiene

chosen by the dental hygienists runs as following: Conservative Dentistry(18.4%), Oral Radiology(17.7%), Periodontics(12.3%), Dental Materials(7.4%).

3.3.4 The Possibility to Enhance Clinical Adaptability the Professionalism and through the Application of the Customized Curriculum

The dental hygienists' anticipation on the possibility of enhancing clinical adaptability and the professionalism through the customized curriculum is shown in <Table 6>. The result is average 2.8 out of 5 point scale of Likert Model. This result shows that the dental hygienists expects that the application of the customized curriculum will be helpful to enhance clinical adaptability and the professionalism.

<Table 7> The Possibility to Enhance Clinical Adaptability the Professionalism and through the Application of the Customized Curriculum

Categories	N	Mean	SD	F	p	Scheffe
Dental Clinic	68	3.69	0.65	3.78*	0.024	a
Dental Hospital	85	3.92	0.54			b
University · General Hospital	62	3.68	0.65			a
Total	215	.78	0.62			

* $p < .05$

Analyzed by the work places, the dental hygienists from dental hospital have the highest expectation about the possibility to enhance the professionalism and clinical adaptability through the application of the customized curriculum. Those who are working in the dental clinics and university · general hospital showed a relatively lower expectation about the possibility. The result shows significant difference between the dental hygienists of dental hospitals and those from dental clinics and university · general hospital($F=3.78, p<.05$). And the result of the posttest also confirms this significant difference among dental hygienist of different work places.

4. Summary of the Survey Result and Suggestion

The researches on the customized curriculum started in the 1990s, and proliferated in many colleges and university in the early 2000s. With this trend, the customized curriculum is not unfamiliar word any longer. In the research of Yoo and et. al[11] 61.2% of the respondents answered that they know about the customized curriculum, and in another research of Yoo and et.al[12] this percentage went up to 75.8%. Conducting a case study on the operation of the customized training system, Lee and et.at[13] confirms the fact that the customized curriculum have a positive influence on the industry, parents, colleges and professors.

This research is carried out with a purpose to draw a reciprocally satisfactory result both to universities and the industry through the introduction of the customized training system into the dental hygiene study program in 4 year colleges. In order to carry out a research on the customized curriculum for 4 year dental hygiene study program the customized, we referred the previous research such as Park[5] and Yang[6] that present job analysis, and find out the necessary elements to be addressed. Based on these findings, we conducted a survey asking the importance of the tasks, the problems in the existing curriculum, the needed things required to work in the dental clinics and hospitals of the dental hygienists working in the dental clinics and hospitals. The reason to set dental hygienists working in the dental clinics and hospital as the subject of this survey is that the dental clinics and hospitals will the main working place for the graduates of the customized training system.

The task that the dental hygienists point out as the most important is oral health education(27.4%), which are followed by hospital management and patient care, preventive dental treatment, and dental assistance. On the other hand, according to the answers from the

dental hygienists, the most important task of dental hygienists that dentists consider is dental assistance(38.25), and then hospital management and patient care(29.4%) was pointed out. The percentage of dental hygienists that answered that the dentists will think oral health care and preventive dental treatment as important tasks of dental hygienists is only 10.5% and 6.8% each. This result shows that there is a different point of view on the important tasks of dental hygienists between the dentists, who are the employers, and the dental hygienists, who are the employees.

About the questionnaire asking the proper number of the courses opened in the dental hygiene study program, regardless of the working place of the respondents, the dental hygienists answered that proper number of the courses is opened in the existing program(2.98 / 5 in Likert Model).

Regarding the problems in the curriculum of dental hygiene study program, the respondents point out the lack of adaptability to work place as the most problematic, and then the lack of ability to perform task. The working place of the respondents does not show any difference in this questionnaire.

About the question on the customized curriculum demanded from the industry, the respondents, regardless of their working place, answered that the role of dental treatment assistance should be accentuated most, which shows that the dental hygienists are influenced by what the dentists think important in their job. This result contradicts the result of Park[5], in which 44.8% of the respondents want to take the role of preventive dental treatment, and 41.4% want the role of the oral health educator. showing that, in reality, dental hygienists are doing more tasks of simple dental treatment assistant. The second highest choice of the should-be-emphasized field is different by work place. The respondents from dental clinics answered that oral health education should be emphasized(27.9%), and those from university · general

hospitals want to put much weight on preventive dental treatment(1.4%). Remarkably, 35.5% dental hygienist from dental hospital point out that dental assistance field should be focused on, and this suggests that which field should be focused on when we introduce the customized training system into our curriculum.

Among the important course to enhance the ability to perform tasks by field of study, in the field of general education, Psychology is pointed out as the most needed course(33.3%). This is because dental hygienists feel the need of the psychological knowledge when they carry out the task of patient care. As claimed in the research of Moon and et.al[8], it is necessary to include the social and liberal art education in the customized curriculum of dental hygiene study to help students equipped with better knowledge to perform their tasks in the work place.

In the field of Basic Dental Hygiene, Dental Morphology is recognized as the most important course(43.5%), and Oral Health Education is viewed as the most important course in the field of Dental Hygiene management. 20 % of the respondents point out that Preventive Dental Treatment is the important course in the field of Clinical Dental Hygiene. The other important courses in the field mentioned by the dental hygienists are Conservative Dentistry(18.4%), Dental Radiology and Prosthodontics(17.7%).

Most respondents answered that the customized curriculum will be helpful to enhance the professionalism of dental hygienists, particularly, those who work in the dental hospitals.

The limitation of this research is that the survey is conducted with only the dental hygienists, and the dentists who are the managers of the industry are excluded in this survey. Though we are able to get their opinions indirectly through the questionnaires targeting on the dental hygienists, the exclusion of the dentists still remains the limitation of this research. Through this research, we also find that a research on the system that will draw the understanding of and the

participation in the customized training from the personnels of colleges is needed to secure a stable operation of the customized training system.

5. Conclusion

This study aims at providing necessary basic data to specialize the curriculum of the 4-year Dental Hygiene Study Program through University–Industry co-operation. The target of this research is 215 dental hygienists from 20 dental clinics and hospitals in Seoul, Gyeonggi, and Gangwon Province. The result of the research can be summarized as followings:

First, the dental hygienists consider the Oral Health Education the most important task, whereas the dentists think Dental Assistance is the most important task of the dental hygienists.

Second, The most conspicuous problem of the curriculum is that it lacks the adaptability to the work place. which is pointed out by 34.4% of the respondents.

Third, Dental assistance is pointed out as the should-be-emphasized field of the dental hygienists study curriculum, and in line with this trend, 50.7% of the respondents answered the practicum in the industry as the content of the customized curriculum demanded from the industry.

Fourth, regarding the general education to enhance the job performance, Psychology is the most preferred,

Fifth, In the field of Basic Dental Hygiene, Dental Morphology(43.5%), in the field of Dental Hygiene management Oral Health Education(44.7%), and in the field of Clinical Dental Hygiene Preventive Dental Treatment (20.0%) are recognized as the most important courses by the fields of study.

In real settings, since the managers and employers put much weight on the field of dental assistance they want the practicum in the industry to be the key point of the customized curriculum. The customized

curriculum should try to reflect this desire of the managers and employers. And to improve the status of dental hygienists and their job stability, the education for the dental hygienists should hit a care balance between the job-related education and the general education.

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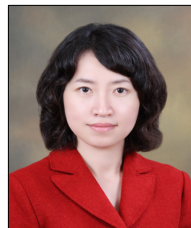
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