H-05

"Teaching is Learning" in periodontal treatment for dental hygiene students

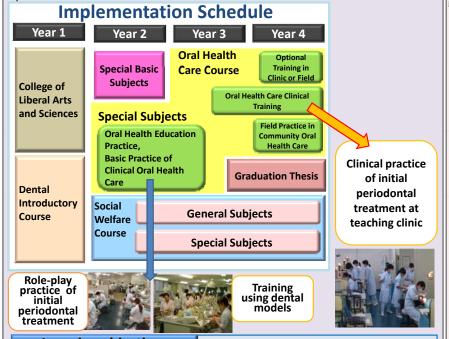
Yuki OHARA*1, Masayo SUNAGA*2, and Atsuhiro KINOSHITA*2

 st Sections of Preventive Oral Health Care Science and st Educational Media Development, Tokyo Medical and Dental University, Tokyo, Japan



BACKGROUND

In the educational system known as "Teaching is Learning," senior students teach junior students. This is a well-known method to deepen senior students' understanding and to motivate junior students to learn. In dental hygiene education, clinical experience at an early stage is a good opportunity to acquire not only practical knowledge but also communication skills and attitudes that will be beneficial in developing good relationships with patients. For this reason, we developed an experiential clinical practice based on "Teaching is Learning" in which senior students practicing on patients at our teaching clinic teach junior (pre-clinical) students in dental hygiene education such as initial periodontal treatment. The aim of this study was to investigate the "Teaching is Learning" practice using a questionnaire.



Learning objectives

For 3rd-year students

- To acquire practical knowledge and attitudes toward patients through experience in clinical practice and by assisting senior students
- To establish concrete objectives for clinical practice at a teaching clinic

For 4th-year students

• To reaffirm practical knowledge and skills by teaching junior students at a teaching clinic

METHOD

An anonymous questionnaire asking subjects to evaluate the experiential clinical practice was administered to 20 3rd-year and 18 4th-year students at the School of Oral Health Sciences, Tokyo Medical and Dental University in 2009.

3

Do you want to participate in this experiential practice again?

Do you think that this experiential practice should be continued?







COMMENTS FROM 3rd-YEAR STUDENTS

- The practice could have been implemented much earlier.
- The practice enabled me to establish my own objectives.
- It was a good opportunity for me to experience a realistic, tension-filled
- I was able to understand the actual flow of clinical practice and learned many things by assisting senior students.

COMMENTS FROM 4th - YEAR STUDENTS

- Teaching junior students enabled me to reaffirm my knowledge.
- The practice was implemented only once, which was not enough.
- It was a good opportunity for me to reconsider my own clinical knowledge
- I felt a little nervous at being watched by junior students.
- There was not enough time to explain things to junior students adequately.







DISCUSSION

The results indicate that most dental hygiene students evaluated the "Teaching is Learning" practice highly for periodontal treatment.

All 3rd-year students were interested in the practice. In addition, the practice allowed them to identify their own tasks and establish concrete objectives. This experiential practice was therefore considered to enhance junior students' attitudes and willingness to learn.

Although a few 4th-year students gave negative evaluations, all 4th-year students responded that the experiential practice was educationally effective. Furthermore, the 4th-year students indicated that the experience of teaching junior students would be useful in the future and that it should be continued.

The practice was implemented only once in 2009 due to curriculum design, and as some students requested earlier or multiple implementations, it is necessary to improve and enhance this practice on the basis of the present findings.

CONCLUSION

The present results suggest that "Teaching is Learning" in periodontal treatment among dental hygiene students is effective in promoting beneficial educational

RESULTS

Definitely		Somewhat			Not really Not at all Unit: Number of respondents	
3 rd -year students						
7		12		1	Do you think that you could achieve the learning objectives of this practice?	
4		16			Do you think that you could achieve a full understanding of the patient's situation?	
7		11		2	Do you think you could acquire a practical understanding of "the oral care practice flow"?	
	14		6		Were you interested in this experiential practice?	
	19			1	Do you think that this experience will be useful in the future?	
9		11			Did this experiential practice spark your interest in any other lectures or practices?	
9		11			Do you want to participate in this experiential practice again?	
	19			1	Do you think that this experiential practice should be continued?	
4 th -year students						
6		12			Do you think that this experiential practice has educational effectiveness for 3 rd -year students?	
7		11			Do you think that this experiential practice has educational effectiveness for 4 th -year students?	
6		11		1	Were you interested in this experiential practice?	
8		10			Do you think that this experience will be useful in the future?	
6		8	4		Did this experiential practice spark your interest in any other lectures or practices?	