TRAININGS TO TRAIN TEACHERS HELPING DENTAL STUDENTS LEARN ETHICS: FEEDBACK OF THE PARTICIPANTS

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ABSTRACT

INTRODUCTION

Short-term trainings for faculty members in ethics at different contexts have been shown positive impact. The objective of this study was to assess the feedback of the participant faculty.

MATERIAL AND METHODS

Three short trainings to train teachers helping dental students learn ethics were organized in Jan-Feb 2019 in Universal College of Medical Sciences Bhairahawa Nepal. Twenty-five dental faculty members participated in these training; each training was of four hours. At the end of each training feedback was taken from the participants on semi-structured questionnaire.

RESULTS

The rating of participants was notable on scale 1-10 for usefulness (8.84 ± 1.03), content (8.36 ± 1.35), relevance (8.68 ± 0.90), facilitation (8.72 ± 1.21) and overall 8.92 ± 0.91. Their confidence level in conducting and facilitating "Think-Pair-Share" interactive session (3.68 ± 0.69) and "Group-Work Discussion" (3.76 ± 0.83) have increased on Likert scale 1-5. Participants rated teaching dental clinical ethics session as extremely important (3.96 ± 0.20) on Likert scale 1-4. The participants also expressed they understand the importance of ethics teaching and practices and gained confidence to teach ethics to students.

CONCLUSION

The rating on the training is notable; the perception of participants was positive regarding training and training enhanced their confidence to teach students.

KEYWORDS Ethics, Faculty, Feedback, Short-term training.

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INTRODUCTION

Teaching ethics to medical/dental students is to produce virtuous medical/dental clinician and foster their skills to resolve ethical dilemma. Teaching and training of medical ethics help the students to learn and apply basic principles of ethical reasoning at any level of any discipline.[1-3] Medical/dental colleges should include ethics as a core course in curriculum and train all faculty members helping students learn ethics.[2]

Dental curriculum of Thribhuvan University Nepal does not contain specific course on ethics. But Nepal Medical Council's recently revised Code-of-Ethics-2017 recommends to teach ethics to medical/dental students.[4] Short trainings for teachers in ethics at different contexts have been shown positive impact.[5,6] Three short trainings to train teachers helping dental students learn ethics were organized in Jan-Feb 2019 at Universal College of Medical Sciences Bhairahawa Nepal. The objective of this study was to assess the feedback of participant faculty.

METHODOLOGY

Three "trainings to train teachers helping dental students learn ethics" were organized in January 17, 29, and February 19, 2019; each was of four hours. The methods utilized were tutorial and interactive teaching learning methods (Brain storming, think-pair-share session and group-work discussion). Principal author conducted trainings with the theme "Teaching Clinical Dental Ethics- Why, What and How"; 25 faculty members of College of Dental Surgery, Universal College of Medical Sciences, Bhairahawa, Nepal participated in three trainings (9+9+7).

Feedback was taken from the participants on semi-structured questionnaire. The question one was on rating training on scale 1-10 (1=poor, 10=excellent) for usefulness, content, relevance of session, facilitation and overall; questions 2 and 3 were on confidence level of participants to conduct and facilitate "Think, Pair and Share" interactive session and "Group-Work Discussion" session on Likert scale 1-5 (5=highly-confident, 4=very-confident, 3=confident, 2=to some extent confident 1= not-confident) and question 4 on rating "Teaching Clinical Dental Ethics" session on its importance on Likert scale 1-4 (4=extremely-important, 3=moderately-important, 2=slightly-important, 1=not-important). The open-ended questions were on strengths of training, areas for improvements and additional comments. The data was analyzed with IBM SPSS version 21.

RESULTS

The participant rated training 1st, 2nd and 3rd on scale 1-10 (1=poor, 10=excellent); their rating was notable. (Table 1)

Table 1. Rating of the participant dental faculty on 1st, 2nd and 3rd "Training to train teachers helping dental students learn ethics"

S. No	Item	Rating (Mean ± SD)
1a.	Usefulness (Scale 1-10)	8.84±1.03
1b.	Content (Scale 1-10)	8.36±1.35
1c.	Relevance of session and content (Scale 1-10)	8.68± 0.90
1d.	Facilitation (Scale 1-10)	8.72± 1.21
1e.	Overall (Scale 1-10)	8.92± 0.91

The rating of the participants on their confidence level on specific session of training was also remarkable

Table 2. Rating of the participant dental faculty members on specific session of training to train teachers helping dental students learn ethics"

S. No	Item	Rating (Mean ± SD)
2	Confident to conduct and facilitate "Think, Pair and Share" interactive session for teaching dental ethics to student. *(Likert scale 1-5)	3.68±0.69
3	Confident to conduct and facilitate "Group Work Discussion" session for teaching dental ethics to student. *(Likert scale 1-5)	3.76±0.83
4	Importance of Teaching Dental Clinical Ethics" session **Likert scale 1-4	3.96± 0.20

*(5=highly confident, 4=very confident, 3=confident, 2=to some extent confident, 1=not confident);

**(4=extremely important, 3=moderately important, 2=slightly important, 1=not important)

The participants also stated strengths of training; understanding importance of ethics teaching and ethical practices, gained confidence how to teach students, well organized and efficiently conducted training, learning new items like dental oath, books for teaching dental ethics, interactive sessions and group work discussion. The suggestions were to increase duration of training, include more practice related scenarios and examples, make it more interactive and organize trainings covering other aspects of medical ethics. Overall participants were satisfied, convinced, and shared that it was an excellent opportunity and wonderful experience.

DISCUSSION

This study assessed the feed back of the participants on short-term medical ethics trainings. The rating of participants on scale 1-10 for usefulness (8.84±1.03), content (8.36±1.35), relevance (8.68± 0.90), facilitation (8.72± 1.21) and overall 8.92± 0.91 was remarkable. Their confidence level for conducting and facilitating "Think-Pair-Share" interactive session (3.68±0.69) and "Group-Work Discussion" (3.76±0.83) increased on Likert scale 1-5. Participants rated teaching dental clinical ethics session as an extremely important (3.96±0.20) on Likert scale 1-4.

The participants also communicated that "they understood the importance of ethics teaching and practices", "gained confidence to teach students", "training was efficiently organized and conducted", "learned new items like dental oath", "interactive sessions and group work discussion were among best sessions". They suggested to increase duration of training, include more practice related scenario, and organize trainings covering other aspects of medical ethics.

This study is limited by small sample size, short duration and conducted in one institution.

The findings of this study are consistent with the findings of studies done by Ramana KV et al S Ramalingam et al and Ajuwon Ademola J et al. Participants of mentioned short-duration ethics training programs for teachers perceived that trainings were very effective. Participants realized the importance of teaching ethics to students.[2,5,6]

CONCLUSION

The rating of participants this study on the training was notable; the perception of the participants was positive regarding training process and training enhanced their confidence to teach ethics to students.

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