

Investigation on the satisfaction of oral residents joining standardized training towards the prosthodontics morning-course mode

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Objective

To investigate the satisfaction of trainees in standardized training of oral residents with the prosthodontics morning-course mode, and to explore trainees' favorite teaching forms.

Methods

A total of 140 trainees from grade 2017 to 2020 who were trained in the prosthodontics training base of Hospital of Stomatology, Wuhan University and participated in the prosthodontics morning-course mode from June to October 2020 were selected as the research objects. The platform of "wjx.cn" was used for sending questionnaires and collecting data. The contents of the questionnaire included the general information of participants, their satisfaction with the course arrangement and teaching content of the morning-course mode, and the overall satisfaction, as well as their favorite teaching forms. Fisher's exact test was used for data analysis.

Results

The trainees' satisfaction with time arrangement and venue arrangement of the prosthodontics morning-course mode were 95.0%(115/121) and 93.0%(120/129); the trainees' satisfaction with the coverage of the teaching content and clinical practicability were 85.0%(102/120) and 96.8%(120/124); and the overall satisfaction was 96.2%(125/130). There was no significant difference in the satisfaction with the above-mentioned 5 aspects among the trainees in different gender, types and majors ($P > 0.05$); There was significant difference in the satisfaction with the coverage of the teaching content among the trainees in different grades ($P = 0.042$), but no significant difference was observed in the other four aspects among trainees in different grades ($P > 0.05$). More than 70% trainees' favorite teaching forms of the prosthodontics morning-course mode were case report [80.0% (112/140)], practical course [75.7% (106/140)] and difficult case discussion [75.7% (106/140)].

Conclusion

The trainees in standardized training of oral residents were highly satisfied with the prosthodontics morning-course mode, and the case report, practical course and difficult case discussion were their favorite teaching forms of the prosthodontics morning-course mode.