

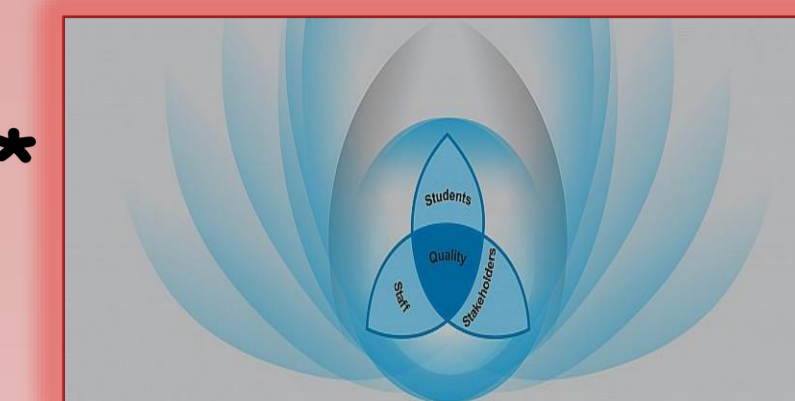


# OBSERVATION ASSESSMENT IN CLINICAL DENTAL SUBJECTS



Daniela JOVANOVA\*, Monika CENOVA\*\*, Kristina MAKSIMOVA\*, Cveta EFTIMOVA\*, Verica TONEVA\*

Mentors: Prof. d-r Cena DIMOVA\*, Prof. Marija KUSEVSKA\*\*



## INTRODUCTION:

Dental students' performance is assessed on the basis of general and global assessment scales and according to their interaction with colleagues and dental patients, most often in clinical settings. This form of assessment requires a clear set of performance indicators or rubrics that are judged to be important relative to the competency or competencies being evaluated. Students are rated on each indicator.

## AIM:

The aim was to make an effective form of assessment for evaluating students on their competencies related to critical thinking, communication and interpersonal skills as well as professionalism, although the method is not confined to these competencies only.

## DATA COLLECTION AND METHODOLOGY:

Thirty two (32) students of Dental Medicine from the eight semester in the academic 2013/2014 year participated in this study. The students were evaluated by a questionnaire with regard to three clinical subjects (Oral surgery 1, Clinical endodontics 1 and Orthodontics 2). They were asked to answer five questions as presented in Table 1. Students were assessed on a scale ranging from 1 to 5, with 1 indicating that the competency of interest has not been successfully achieved and 5 indicating that most or all aspects of the competency have been achieved successfully.

Table 1. Highlight the possible response (positive 2-5; negative 1)

Subject (Oral Surgery 1, Clinical Endodontics 1 and Orthodontics 2)	Answer				
	5	4	3	2	1
Have sufficient information prior to beginning a procedure	5	4	3	2	1
Identify existing clinical problem and etiology successfully	5	4	3	2	1
Effectively generate ideas regarding the origin of the problem	5	4	3	2	1
Reflecton the new knowledge needed to solve a problem	5	4	3	2	1
Develop hypotheses rather than jump to conclusions	5	4	3	2	1

## CONCLUSION:

- This assessment form is ideal for evaluating specific areas of performance, and it represents a method for evaluating competencies related to the clinically relevant competencies. As with global ratings, however, it is susceptible to subjectivity on the part of evaluators.
- The difference between global rating and structured observations lies in the situation to which the student is exposed. With structured observation, the student is exposed to a situation that is designed to elicit specific knowledge or behavior. It is used extensively for assessing psychomotor skills and performance of clinical procedures.

## RESULTS:

Table 2. Questionnaire with regard to clinical exercises by subject

Source: excerpted with permission from Clinical problem-solving inventory. Chicago: American Dental Association, 2003.

QUESTIONNAIRE REGARD IN CLINICAL EXERCISES BY SUBJECT	ORAL SURGERY 1		CLINICAL ENDODONTICS 1		ORTHODONTICS 2	
	Percent (%)	Average ( $\bar{x}$ )	Percent (%)	Average ( $\bar{x}$ )	Percent (%)	Average ( $\bar{x}$ )
1. Have sufficient information prior to beginning a procedure	83,92%	( $\bar{x}$ =4,19)	89,47%	( $\bar{x}$ =4,47)	71,47%	( $\bar{x}$ =3,57)
2. Identify existing clinical problem and etiology successfully	82,65%	( $\bar{x}$ =4,13)	91,35%	( $\bar{x}$ =4,56)	74,67%	( $\bar{x}$ =3,53)
3. Effective lygenerate ideas regarding the origin of the problem	84,47%	( $\bar{x}$ =4,22)	90,77%	( $\bar{x}$ =4,53)	79,47%	( $\bar{x}$ =3,97)
4. Reflecton the new knowledge needed to solve a problem	85,65%	( $\bar{x}$ =4,28)	88,77%	( $\bar{x}$ =4,43)	75,65%	( $\bar{x}$ =3,78)
5. Develop hypotheses rather than jump to conclusions	77,05%	( $\bar{x}$ =3,85)	87%	( $\bar{x}$ =4,35)	77,05%	( $\bar{x}$ =3,85)

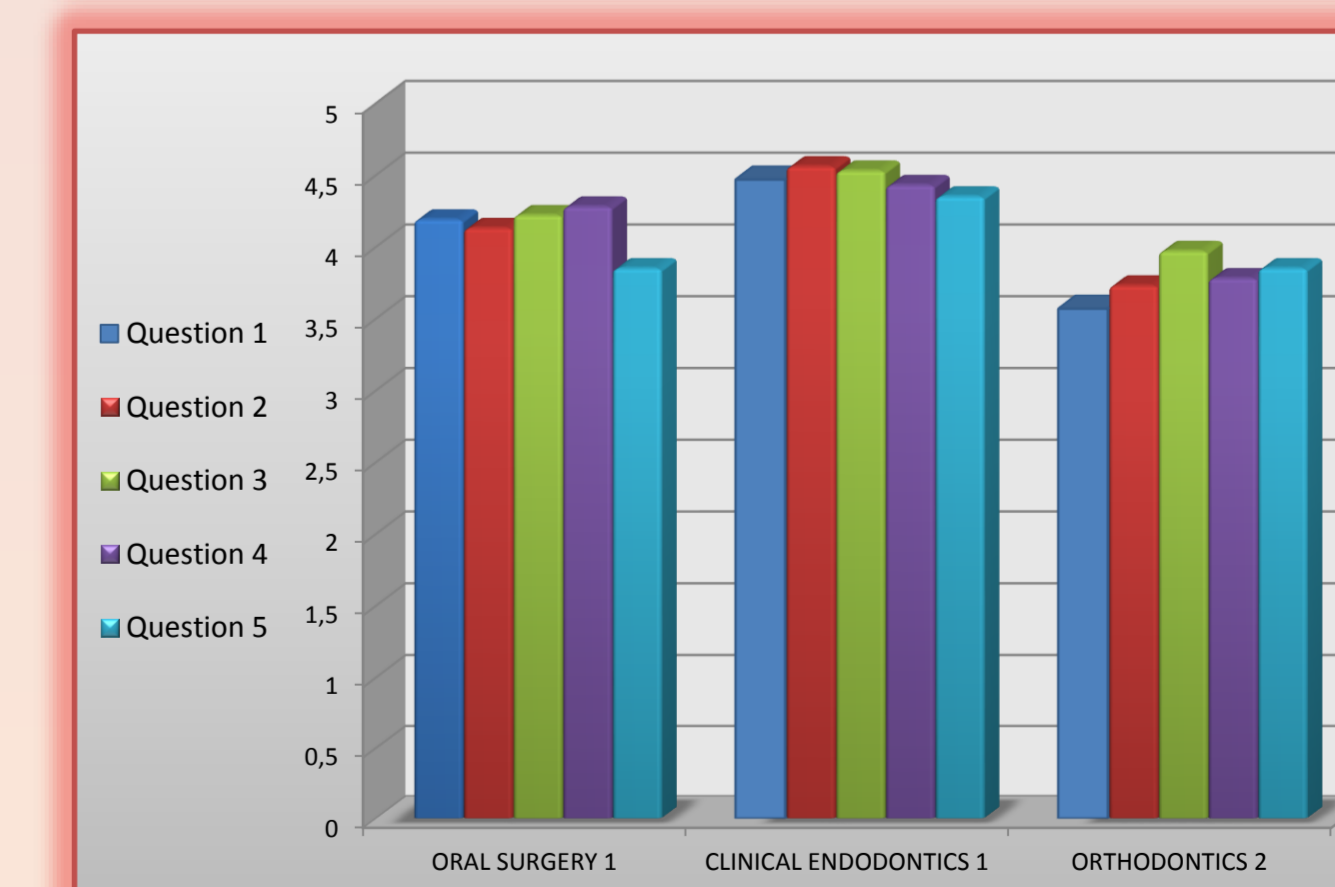
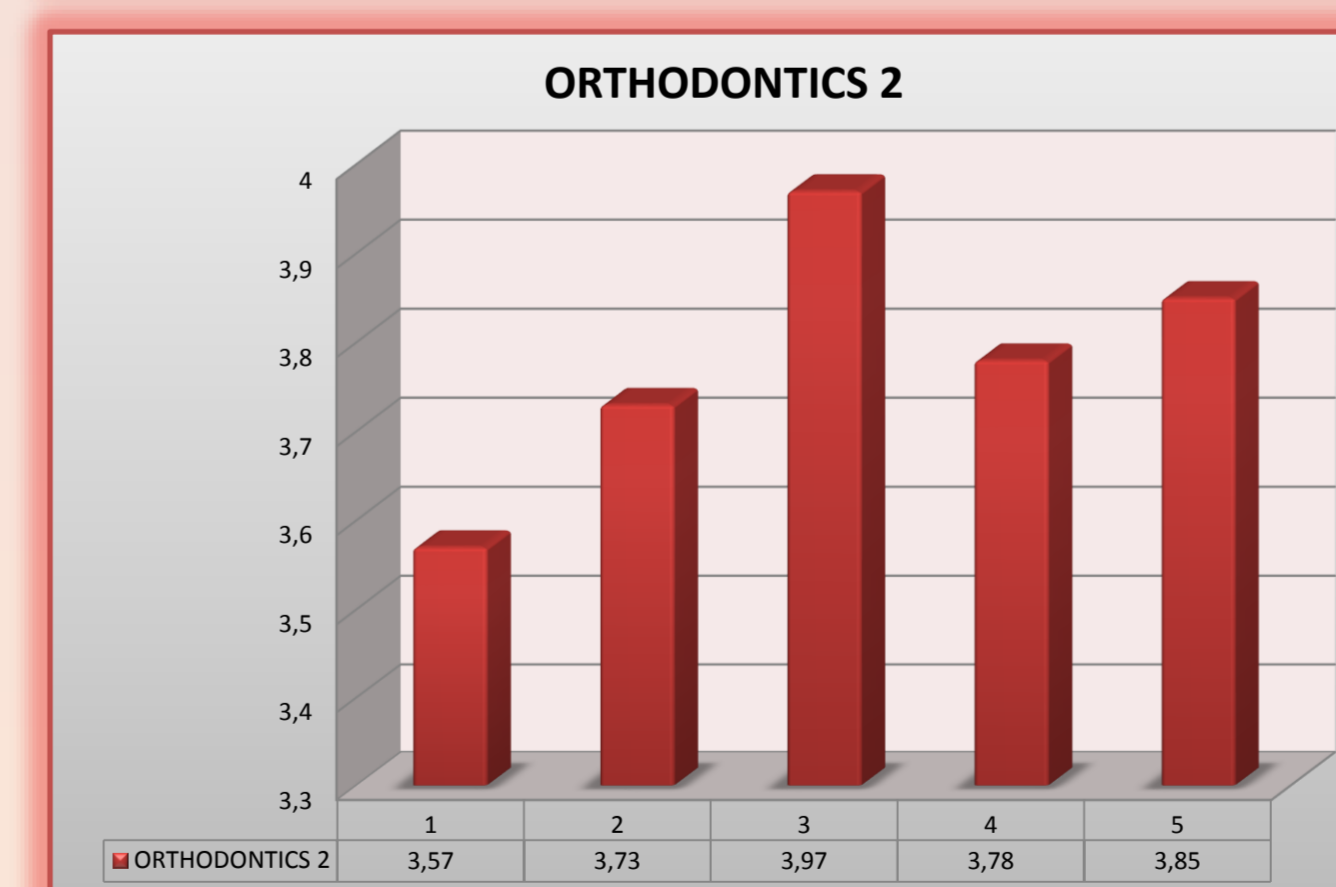
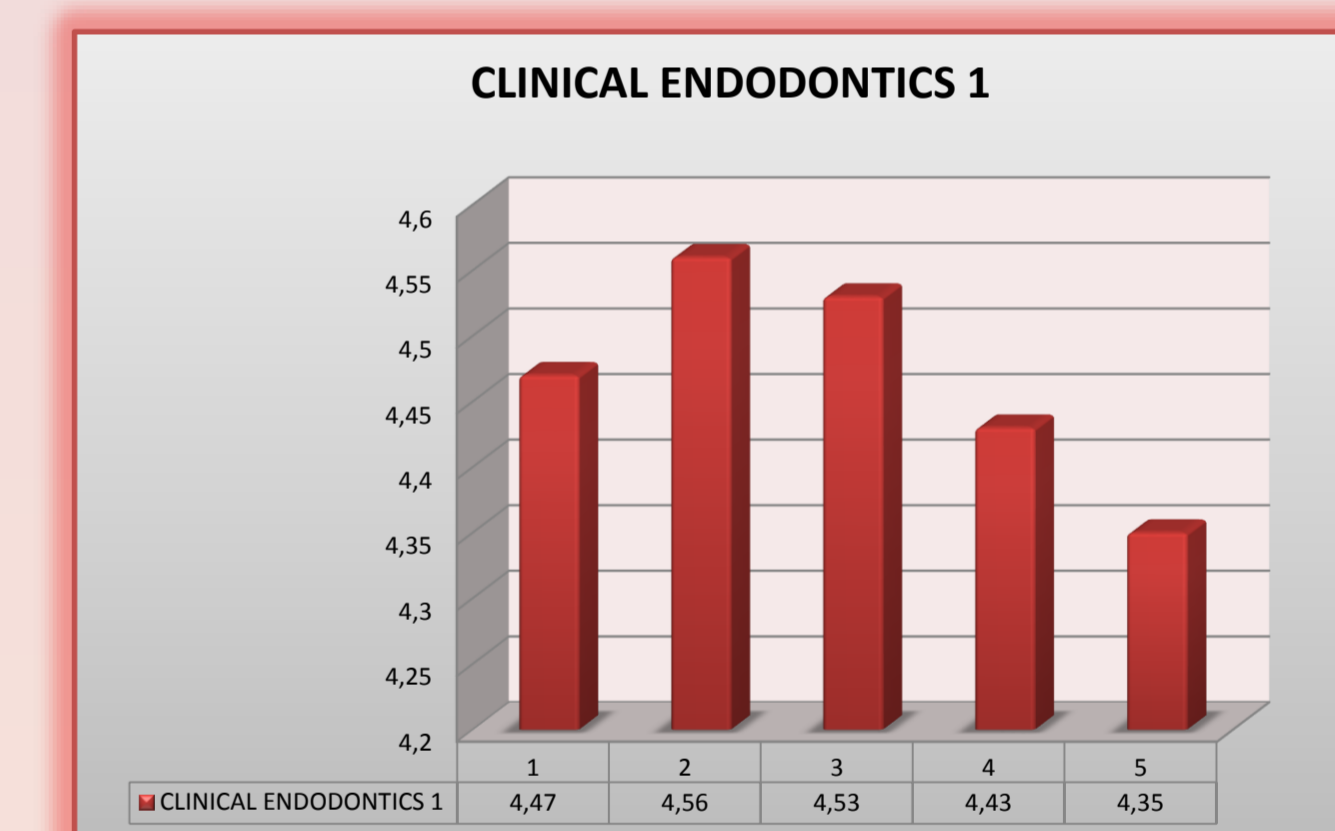
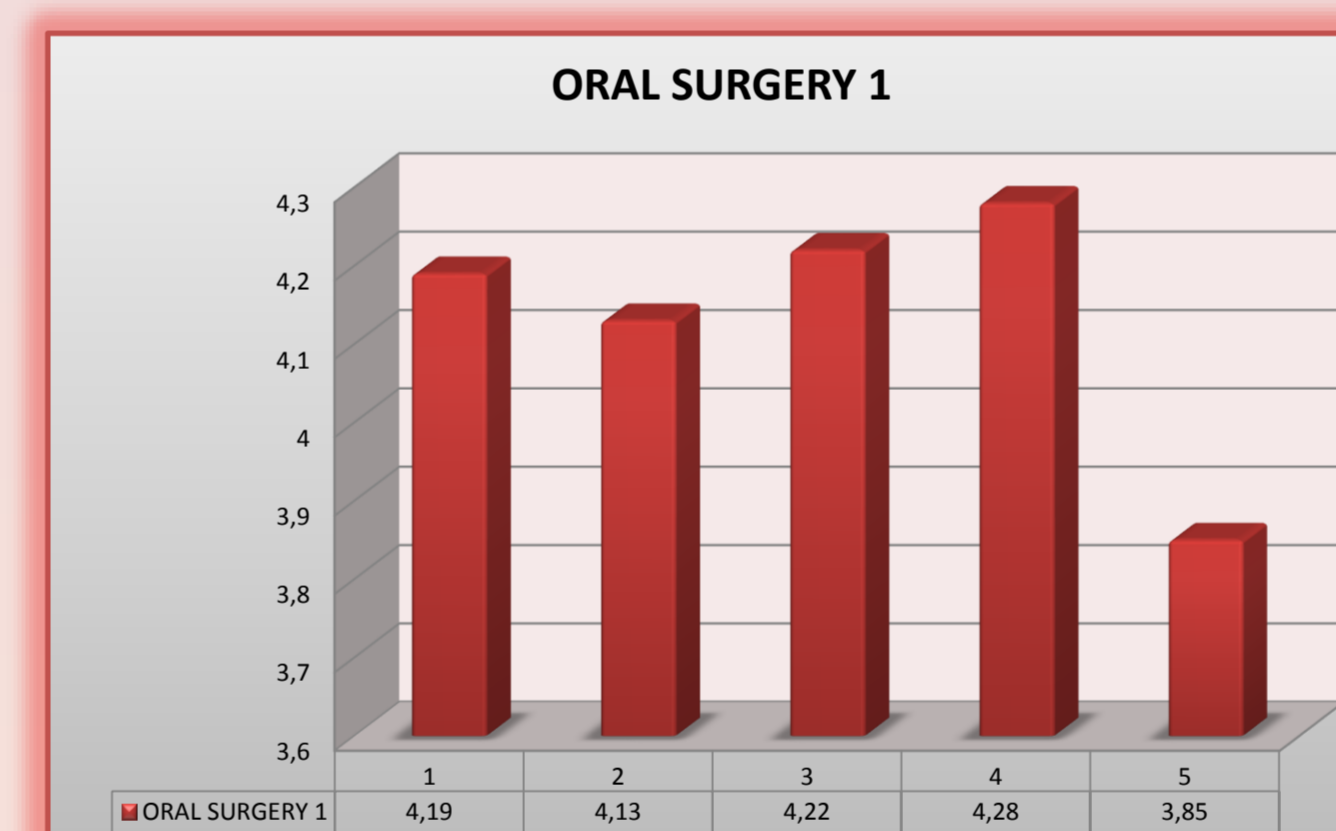


Figure 1,2,3,4. Display of assessment for clinical exercises by subject