PROFESSIONAL BEHAVIOUR AMONG DENTAL STUDENTS: COMPARING SELF AND PEER VS TEACHER ASSESSMENT IN IMPROVING STUDENT PERFORMANCE

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PROBLEM STATEMENT

• In the field of healthcare, fresh graduates are often deemed ill-prepared for the real world, despite possessing exceptional knowledge and technical skills, because they cannot get very far without a good understanding of the professional and ethical standards.

• Teachers and students often struggle with this concept because much of the professional and ethical standards are part of the “hidden curriculum”.

BACKGROUND

• Health care disciplines have been concerned about professionalism since the time of Hippocrates.

• Measuring competency in professionalism is difficult, in part because no single perspective can be identified as the “gold standard.”

• Perceptions of teachers, peers, and patients all have relevance for an assessment of students’ professional behavior.

• Multisource or 360° feedback has been used to reliably evaluate professionalism among practicing physicians and residents in a variety of medical settings (Lipner, Blank, Leas, & Fortna, 2002; Wilkinson, Wade, & Knock, 2009).

• Hidden curriculum refers to the “processes, pressures and constraints which fall outside the formal curriculum, and which are often unarticulated or unexplored (Lempp & Seale, 2004).

• The most common domains referred to as hidden curriculum in the health sciences relate to professionalism, socio-cultural impact, role modeling and human connections, leadership, ethics, and aspects of developing students as professionals.

• Self and peer assessment undertaken by students directly in their learning process may promote a sense of ownership, personal responsibility, self-monitoring and self-regulation in lifelong learning, and the active participation of students in the learning environment (Speyer, Pilz, Van Der Kruis, & Brunings, 2011).

STUDY OBJECTIVE

To evaluated the validity of using self and peer assessment process in assessing the professional behavior of dental students at the Faculty of Dentistry, UM

METHODOLOGY

45, year 4 dental students and four teachers participated

The survey was conducted using e-SPECTRUM in two phases

The participants were divided into 8 groups, each comprising of 5-6 members

In phase 1, students evaluated their own professional behavior and the peers of their group.

They were also assessed by their teachers.

In phase 2, the evaluation of the professional behavior exercise was repeated.

CONCLUSION

• Peer and self assessment helps increase variety and interest, activity and interactivity, identification and bonding, self-confidence, and empathy for others among the students.

• It also helps improve verbal communication skills, negotiation skills, and diplomacy among the students.

• It gives students greater insight into institutional assessment processes.

• If well accepted, it can be used as a tool for “Peer Assisted Learning”