EP1

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Influence of method of teaching endodontology on the self-efficacy and self-perceived competence of undergraduate students

Aim To assess whether self-efficacy and the self-perceived competence of students were influenced by methods of teaching endodontology.

Methodology Methods of teaching Endodontology at our institution were revised. Changes included: an increased number of tutorials, the method of clinical training, the method of summative assessment, the number of endodontic treatments required, and the supervision while performing endodontic treatment. An intermediate cohort comprised students who were exposed to all or some of the former methods and students who were exposed to all or some of the revised methods of teaching. Twenty-four students participated; their self-efficacy and self-perceived competence were assessed close to graduation with a questionnaire. Additionally, their performance in carrying out endodontic treatments was assessed according to predetermined criteria. Data were analyzed using Cohen's Kappa, Cronbach's Alpha, Mann-Whitney and T-tests.

Results Neither the method of clinical training, nor the method of summative assessment influenced the self-efficacy or self-perceived competence of students. The larger number of tutorials increased students' self-perceived competence, but did not influence their self-efficacy. Not the entire number, but the number of endodontic treatments performed under supervision of endodontists was associated with an increase in students' self-efficacy and self-perceived competence. Students' self-efficacy and self-perceived competence were not influenced by their performance in carrying out endodontic treatments.

Conclusions Among the teaching methods assessed, only the number of tutorials and the number of endodontic treatments performed under supervision of endodontists influenced the self-efficacy and the self-perceived competence of students.