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0744 Development and Evaluation of a Questionnaire to Evaluate Clinical Dental Teachers

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Objectives: to develop and test the psychometric properties (validity and reliability) of a measure to evaluate clinical dental teachers. The instrument was based on the Stanford clinical teaching theoretical model, which defines seven categories of effective clinical teaching: learning climate, control of sessions, communication of goals, promotion of understanding and retention, evaluation and feedback. Methods: an item pool was generated with the use of a literature review, feedback from faculty staff, and focus group discussions. The instrument was then piloted for relevance among a random sample of students. Items rated most frequently as relevant to clinical dental learning within the theoretical framework (each of the seven domain) were selected. The psychometric properties of the revised questionnaire was assessed, when students from each clinical year were invited to participate in the project and to rate their clinical dental teachers employing a self-administered questionnaire. Results: the response rate was over 80% and an analysis was only conducted where 10 or more ratings existed for a clinical dental teacher. Twenty-nine clinical dental teachers were evaluated involving over 450 assessments. Less than 1% of questionnaires were incomplete demonstrating good face validity. Effective clinical dental teaching (ECDT) scores were associated with 'global ratings' of effectiveness of clinical dental teaching ($P > 0.01$): indicating strong criterion validity. Comparison analysis demonstrated high levels of agreement (< 0.70) between students ratings of how effective clinical teachers were, which supports the construct validity of the measure. Mean directional difference in ECDT scores were small suggesting the effects of student bias was minimal. Inter-item correlation between the items within each domain and the effective clinical dental teaching questionnaire overall was high (> 0.69), suggesting strong internal reliability. Conclusions: a valid and reliable measure to evaluate the effectiveness of clinical dental teaching has been developed. This has implications within dental academia and educational management.

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