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## Students' Perceptions on Learning Different Inter-Professional Presentation Techniques

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# Students' Perceptions on Learning Different Interprofessional Presentation Techniques

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University of Louisville School of Dentistry

## Introduction

Students often struggle to adapt to their learning environment. More importantly they may not comprehend the techniques required for interprofessional relationships. Students in interprofessional situations need to adapt quickly. With reviewing and practicing different video presentation techniques students can model the skills required to adapt quickly with any learning experience.

## Background

Students are constantly placed in learning environments that require them to have a resourceful and adaptable character. In assisting our students with understanding the importance of adaptability skills in interprofessional situations, we utilized the collaborative practice model. This form of teaching is based on a model that has been utilized for years. The learner observes different techniques and then applies these techniques in interprofessional learning situations.

## Methods

Our exercise began with two recorded video practice presentation examples that involved multiple disciplines with experts from those disciplines participating. The videos contained different examples of students modeling adaptable characteristics required in multiple interprofessional situations. The second step involves the students observing the two oral presentation videos. The first video demonstrates an interprofessional presentation utilizing sub-standard characteristics and the second video contains successful characteristics required in an interprofessional situation. Students are allowed time for reflection and class discussion with each video. Students work together assessing each presentation for positive and negative attributes. Thirdly, a post-survey was administered to assess the students' perspective and reflective thoughts on applying these successful characteristics and avoiding the unsuccessful techniques.

## Objective

The purpose of this study was to evaluate the effectiveness and accuracy of the different medical history presentation techniques and to attain feedback from the student. We feel the student's technique choice will determine the quality of care the patient receives, prevent mistakes and decrease emergencies.

A=Strongly Disagree  
B=Disagree  
C=Neither Agree nor Disagree  
D=Agree  
E=Strongly Agree

### Case #1: Short Technique vs Case #2 Long Technique

1. I feel the **short technique** is an accurate presentation of reporting the patient's medical history to faculty in the clinic.
2. The D3/D4 students mostly use the **short technique** when presenting the patient's medical history to faculty in the clinic.
3. I feel the **short technique** is an acceptable presentation of the patient's medical history in clinic.
4. I would feel comfortable being the patient of a dental student that uses the **short technique** of my medical history to faculty in the clinic.
5. In an emergency situation, the **short technique** conveys enough patient medical history information for the student and faculty to treat the patient safely.
6. What quality of dental care do you feel this student could provide

A=Terrible  
B=Poor  
C=Undecided  
D=Good  
E=Excellent

## Results

Survey results showed that students agreed the second video (long technique) was a more accurate and acceptable presentation of medical history. When asked what quality of dental care do you feel the student could provide, 97 % of the students replied with good or excellent after watching the second video (long technique) as compared to only 44% after the first video (short technique).

## Conclusions

Students realized the way they relay and present information greatly affects the perception that they actually understand the information and use it to successfully complete the task at hand. Using the collaborative practice model, students are able to adapt and apply the techniques to have a more successful learning experience. This exercise was applied in a particular class involving multiple disciplines but could be applied in a different interprofessional situation that requires students to be quick learners and practitioners.

## References

1. Dennis, M et al (2016) Improving the Medical Curriculum in Predoctoral Dental Education: Recommendations From the American Association of Oral and Maxillofacial Surgeons Committee on Predoctoral Education and Training. J Oral Maxillofac Surg, 75(2). Retrieved from PubMed
2. Haber, J et al (2017) The Impact of Oral-Systemic Health on Advancing Interprofessional Education Outcomes. J of Dental Educ, 81 (2). Retrieved from PubMed



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