

PROSTHODONTICS

Survey, 4th year students
September 11, 2008

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Head, Prosthodontics

1. Impression demonstrations and usage differ amongst demonstrators.

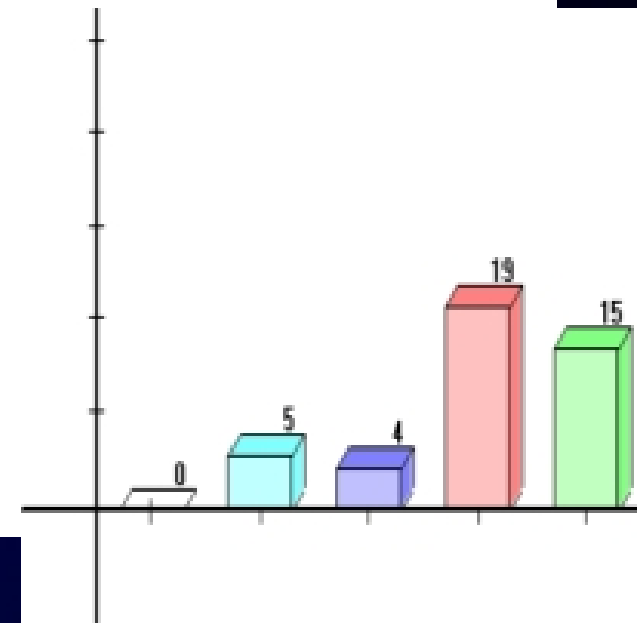
A: Problem is solved

B: Problem is partially solved

C: No change needed

D: Need improvement

E: Need drastic improvement



2. Repetition of teaching material

Status:

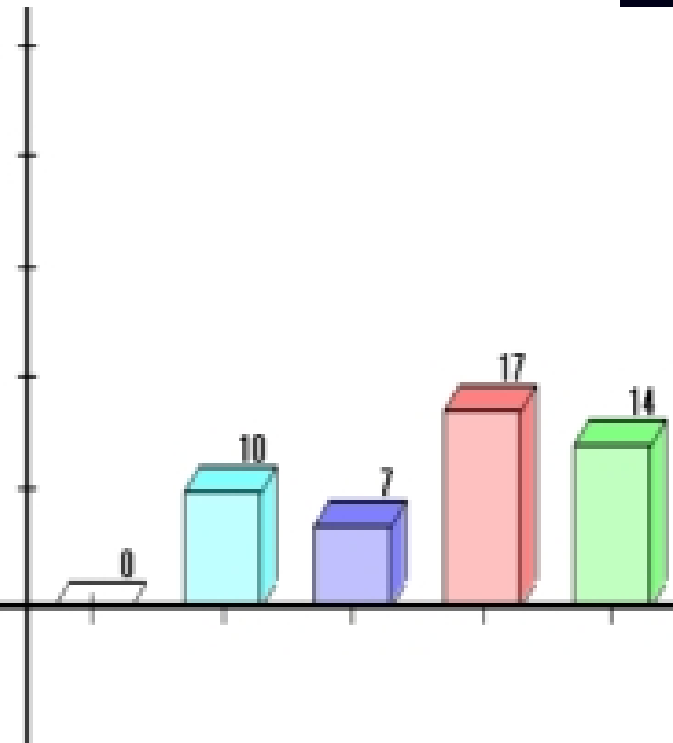
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3. Not enough exposure to clinical work with implants

Status:

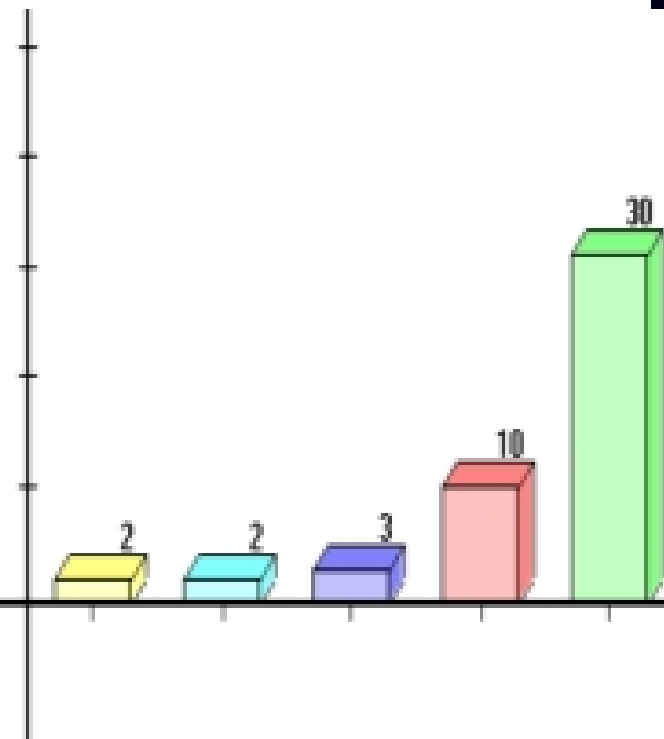
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4. Too much lab work – Waxing teeth. (*requirement 1 denture + 1 RPD*)(+2nd. Yr)

Status:

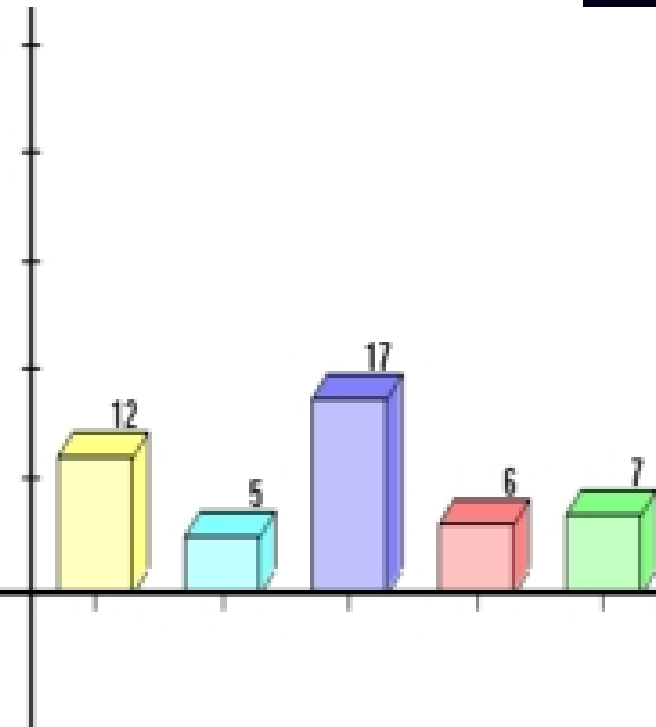
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5. Too much expectations (with not enough experience) from students

Status:

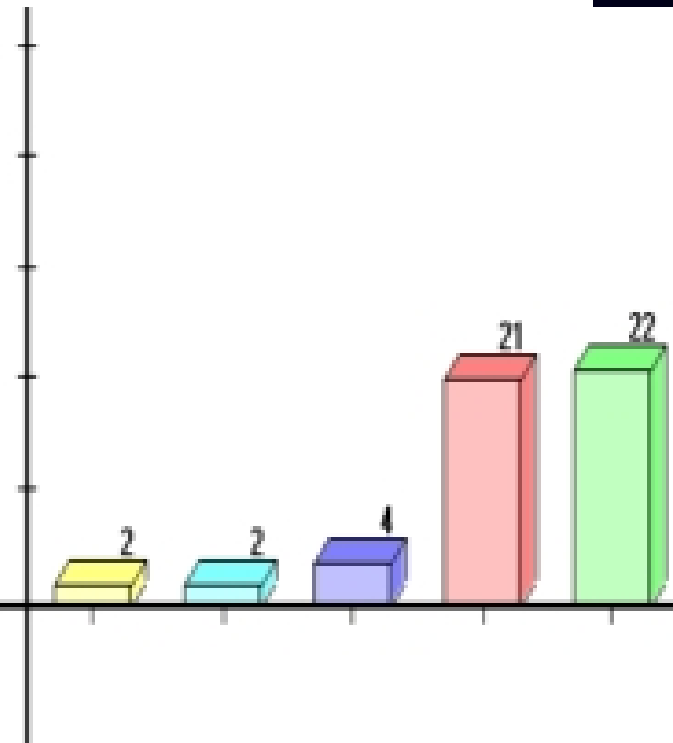
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6. Poor knowledge of teaching theories

Status:

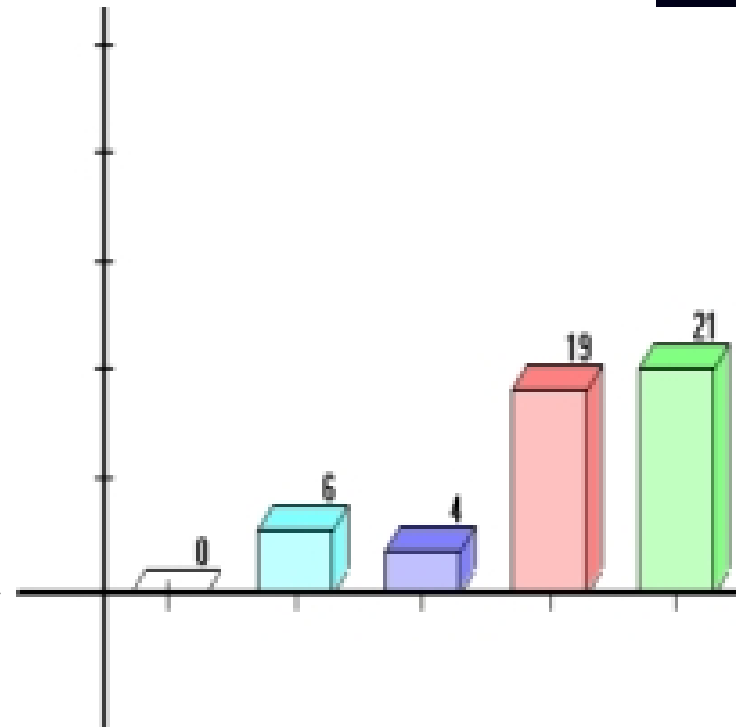
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7. Poor grading (inconsistent and biased)

Status:

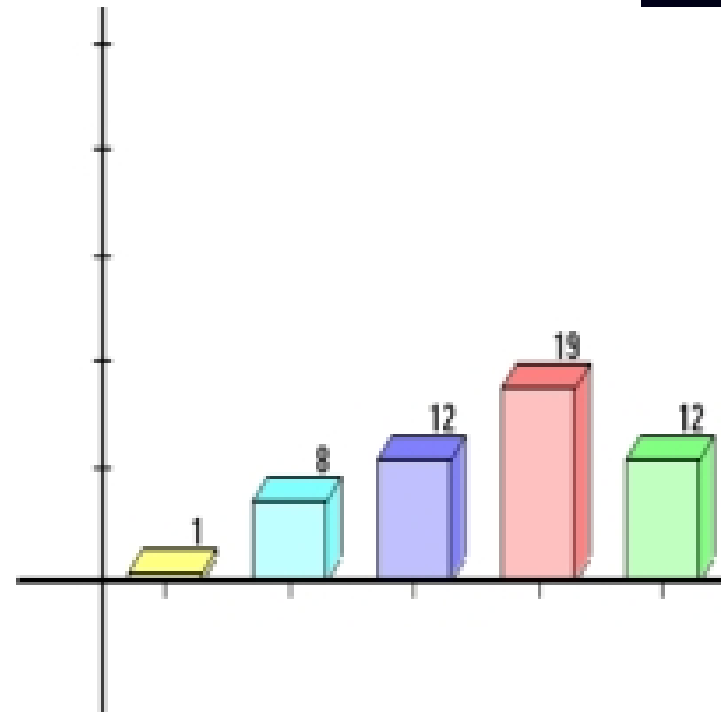
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8. inconsistencies between demonstrators and teachers and teaching styles

Status:

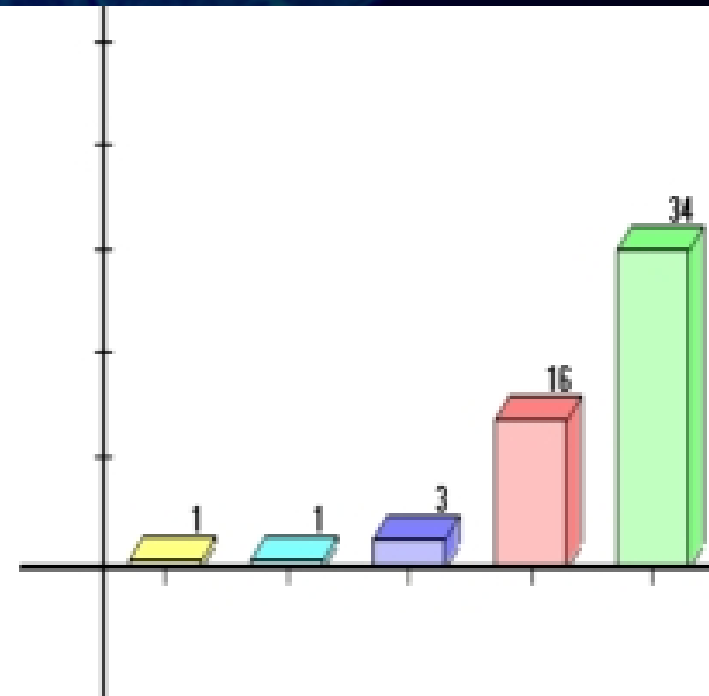
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9. overwhelming amount of RPD theory and in clinic could better be allocated to lecture on acrylics and full dentures etc. –

Status:

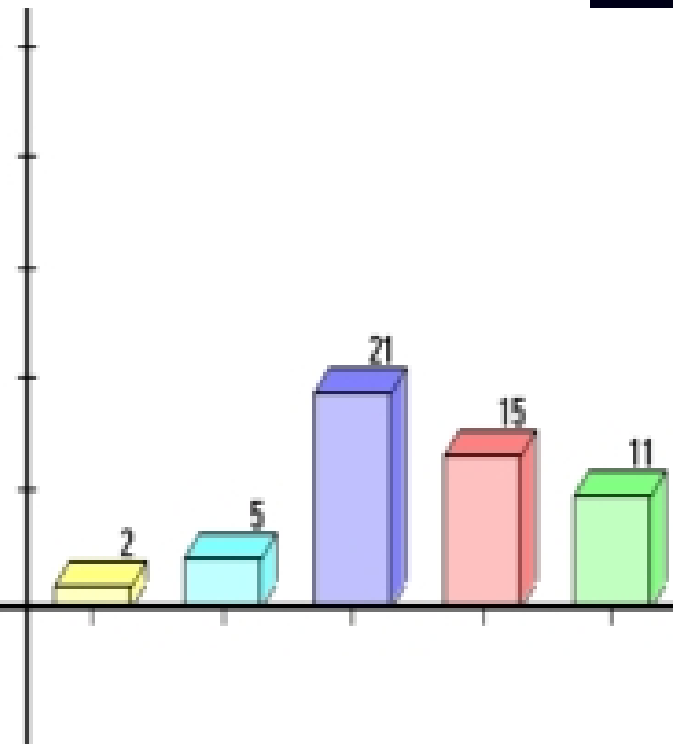
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10. There is not enough teaching time on immediates (and acrylic dentures)

Status:

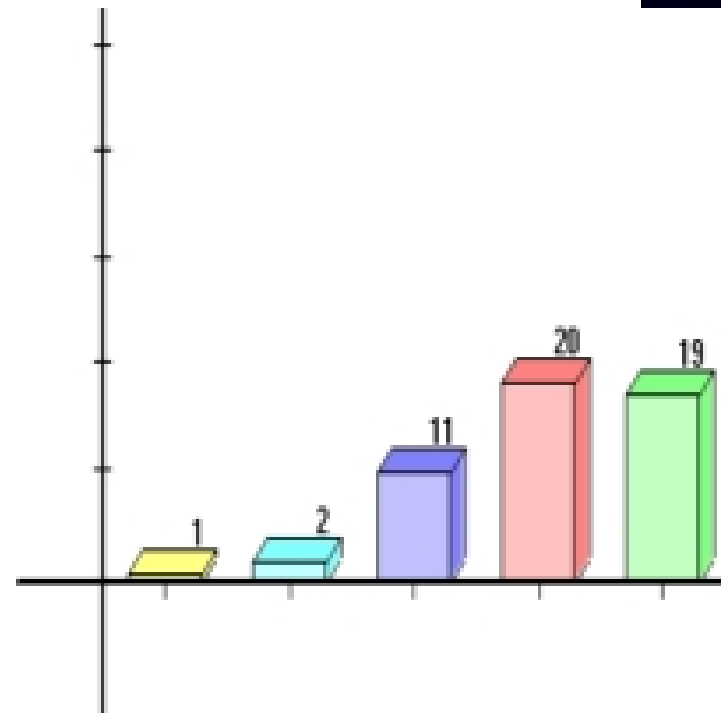
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11. Also not enough time on denture relines -

Status:

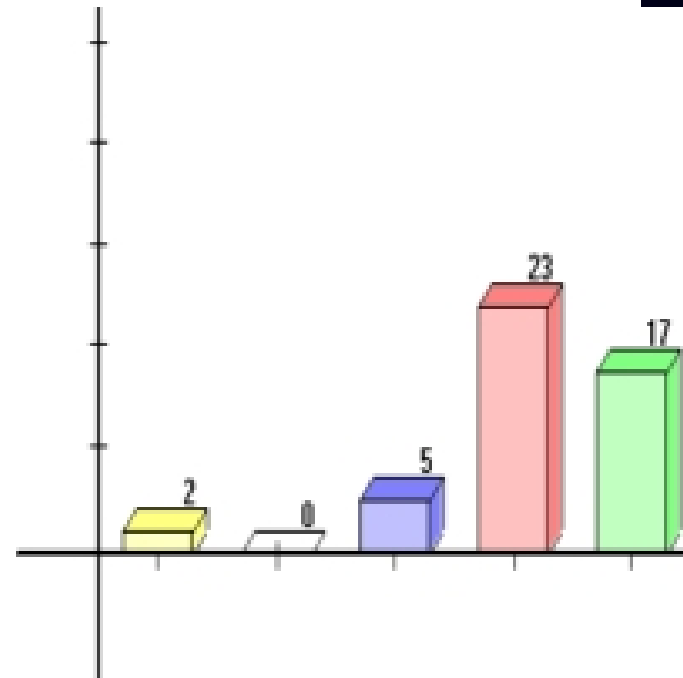
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12. IPU – need for better guidance from both demonstrators and assts.

Status:

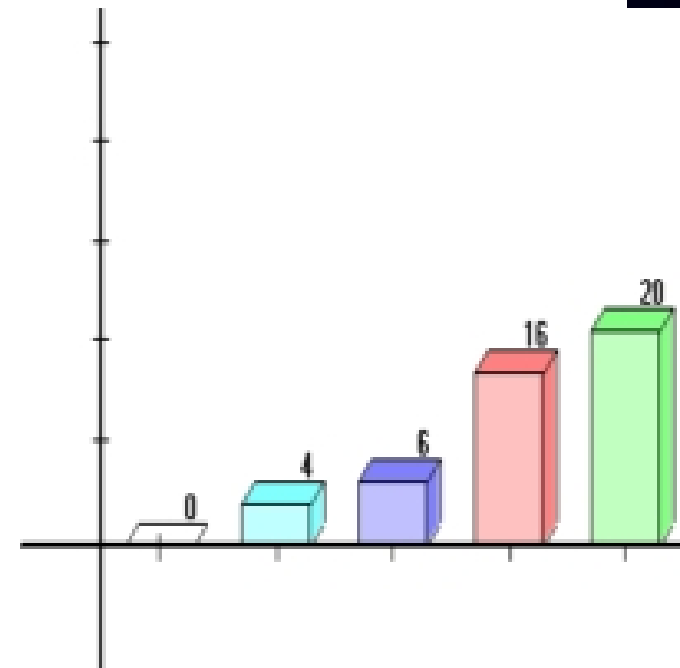
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13. Complexity of RPD patients is in many cases beyond the capabilities of the student

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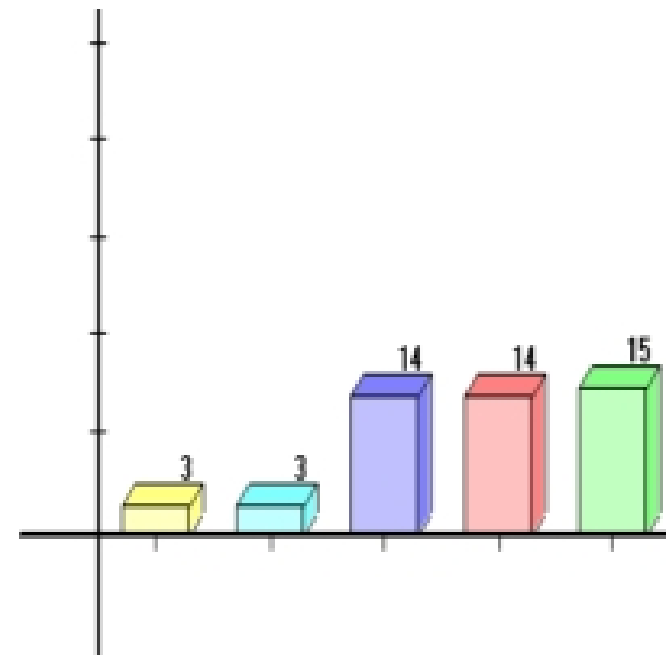
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14. The distribution of patients skewed

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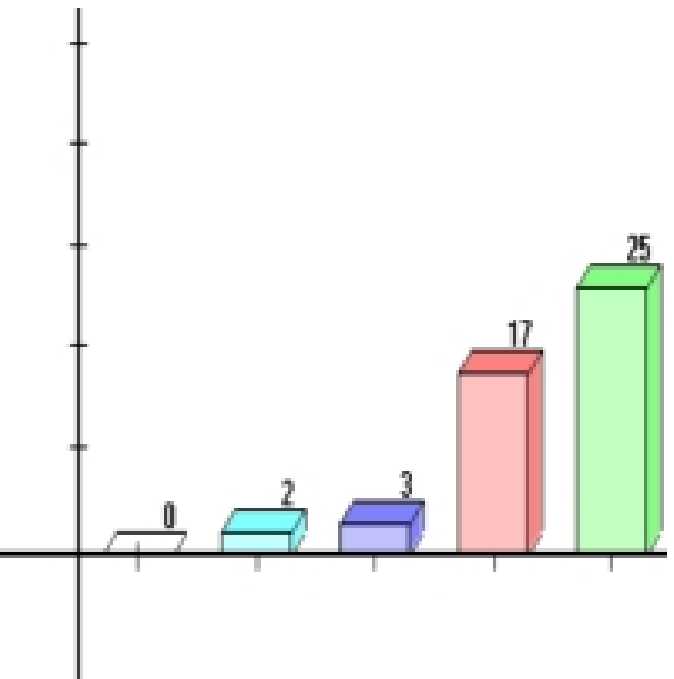
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15. uncertain who to address when need for immediate information (outside normal workhours)

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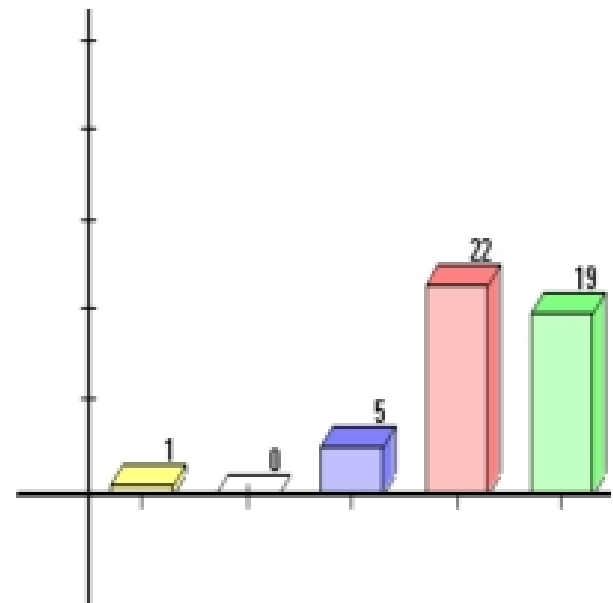
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16. period between lab teaching and practical application too long for some procedures

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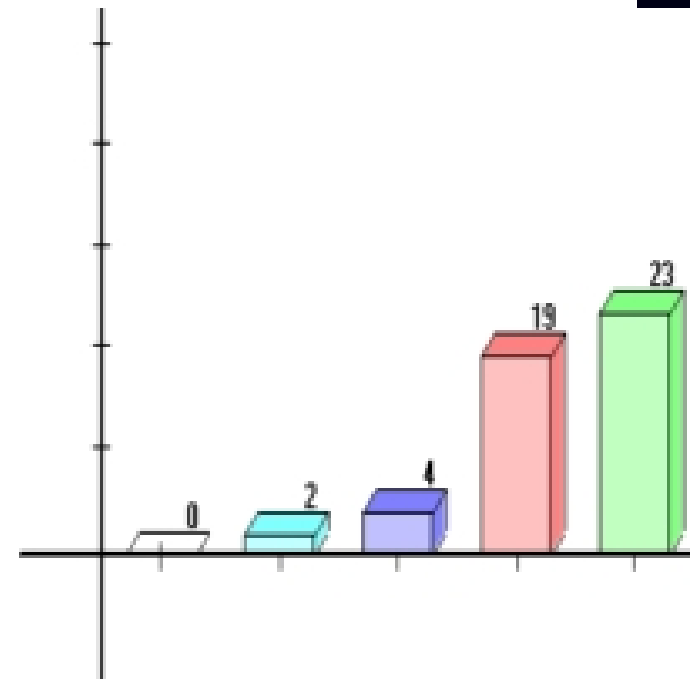
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17. identical implant theory is repeated in lectures given by different disciplines

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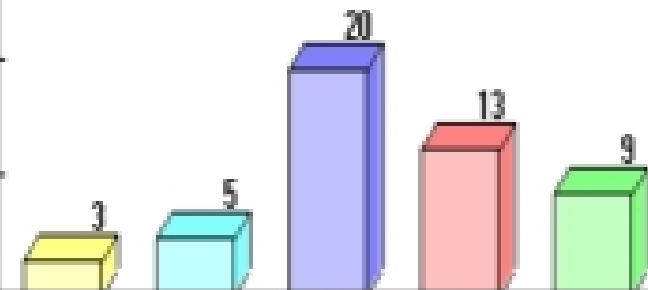
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18. some demonstrators have a tendency to take over rather than guide pt. care

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