

STRESS OF DENTAL TUTOR OF DENTAL POST-GRADUATE TRAINING PROGRAM IN TAIWAN

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Objectives

Since 2010, Dental Post-Graduate Year (DPGY) training program has been initiated by The Ministry of Health and Welfare (MHOW) and implemented by Joint Commission of Taiwan (JCT) in Taiwan. JCT noticed that stress of tutors in this program. According to other studies, there was a positive relation among job stress, teachers' physical and mental health and teaching quality. Therefore, JCT investigated the stress associated with teaching among tutors every two year from 2015. The findings will help to improve the program, reduce teachers' stress and maintain the balance between teaching quality and tutors' health.

Table1. Degree of Stress in Different Group of Tutors.
Data Represent mean ± SEM, ANOVA test,*p<0.05, ***p<0.001.

	Stress						
	Site-visit & Accreditation	Teaching Loading	Faculty Development	Promotion	Lack of Repressive Method	Teaching Skills & Communication	Lack of Supervisor Support
Levels of Institution							
Clinic	2.21±1.4***	1.42±0.77***	1.2±0.84	0.78±0.93***	0.93±0.59*	1.08±0.54	0.73±0.68***
District Hospital	2±1.18	1.35±0.6	1.17±0.7	0.82±0.63	1.09±0.63	1.26±0.84	0.96±0.86
Regional Hospital	2.34±1.56	1.44±1	1.32±0.57	1.41±1.28	1.13±0.75	1.17±0.57	1.19±0.87
Medical Center	2.64±1.51	1.82±1.07	1.36±0.72	1.45±1.3	1.2±0.93	1.08±0.54	1.21±0.91
Teaching Experience							
0-3 year	2.26±1.28	1.55±0.77	1.34±0.7***	1.1±1.08	1.01±0.64	1.43±0.64***	0.94±0.82
4-6 year	2.26±1.6	1.52±0.87	1.31±0.82	0.98±1.06	1.06±0.73	1.13±0.47	0.99±1
7-9 year	2.74±1.45	1.58±1.03	1.53±0.68	1.18±1.36	1.21±0.85	1.05±0.52	1.14±0.98
over 10 year	2.39±1.46	1.57±1.06	1.18±0.78	1.19±1.35	1.07±0.83	0.95±0.49	0.99±0.82

Results

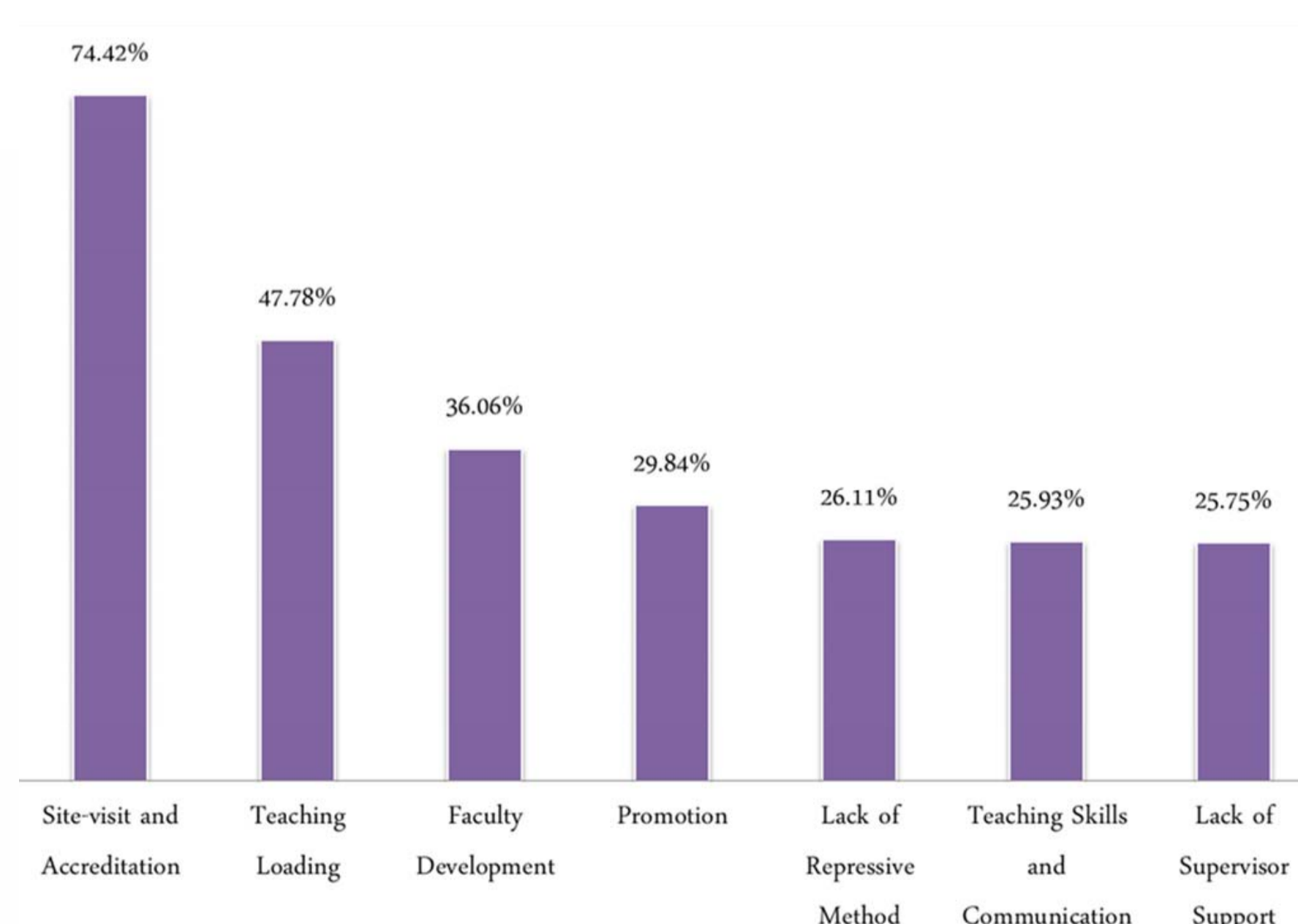
The result showed there are several stresses of DPGY tutors (Figure1). Top three stresses are site-visit and accreditation (74.4%), teaching loading (47.8%) and faculty development (36.1%).

Depend on the ANOVA test, there was significant deference between different levels of institution in site-visit and accreditation, teaching loading, promotion, lack of repressive method and lack of supervisor support. Based on abundant teaching experience, to tutors, there were lower degrees of stress in faculty development and teaching skills and communication (Table1).

Methods

We distributed anonymous structured questionnaire to all DPGY training institutions in 2015. The questionnaire included main reasons of stress, depression inventory, strategies of facing stress and personal information. This study focus on explore the reasons of stress. The ANOVA test was used to analysis depend on demographic data including teaching experience and different levels of medical institutions. A total of 1,215 questionnaires were distributed in this study, and overall recovery ratio was 46.3%.

Figure 1. Stress of Tutors in DPGY Program.



Conclusion

To implement national health policy, promote whole health treatment environment in the country and maintain the medical training quality, it is necessary MHOW makes the site-visit and accreditation regularly. Site-visit and accreditation have four aspects to help MHOW understanding the whole teaching situation of the institution, including teaching resources and project management, the system of advancing tutors' ability, academic activities and cross-field communication and the effect of training program. The most important thing is that the consequence of site-visit and accreditation will influence program executed qualification and education grant from government. Therefore, it obviously becomes the main reason of stress.

This study also demonstrated that tutors who work in medical center have the highest loading than others. It means teachers in medical center might have higher risk to live in an unbalance life style and health situation. On the other hand, we also find tutor who have more teaching experience, can deal with part of stress. Based on these consequences, we can take actions to improve the situation, such as holding a series of courses about teaching skills, teaching experience sharing and positive thinking.

In conclusion, the main reason of stress is site-visit and accreditation, and the tutors who work in medical center also have higher teaching loading and stress. In the future, we need to consider how to help them to balance their work and life because the mental situation of tutors also becomes the key factor of program effect.