



EDUCATIONAL ENVIRONMENT: ASSESSMENT FROM THE CEESO PARIS STUDENTS

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INTRODUCTION

The educational environment (EE)^{1,2} is defined as everything that happens physically and psychologically in the classroom, the institution and is essential to academic outcomes³. It is subject to a multitude of factors, including : the premises in which the courses take place, the facilities for clinical learning, the content and form of the curriculum, the motivation and pedagogical skills of the teachers^{1,4,5}, the quality of feedback, the organisation of timetables, the quality of relations between the various actors^{1,6,7,8}. Regarding literature in medical education, the most frequently used tool to assess the EE is the Dundee Ready Educational Environment Measure (DREEM)^{9,10,11}. Analyzing the perception of osteopathic students of the EE would help to better understand the difficulties they encounter and identify areas in need for further improvement.

The present study aims to assessing the perception of the educational environment by CEESO Paris students using the DREEM.

MATERIAL AND METHODS

The Dundee Ready Education Environment Measure¹¹ contains 50 items divided in five categories: perceptions of the teachings, teachers, atmosphere, social self-perception and academic self-perception.

Items are scored using a 5 points Likert- type scale ranging from strongly agree (4) to strongly disagree (0).

Survey: The DREEM questionnaire was completed in october 2018 by the 2nd, 3rd, 4th, and 5th-year students from CEESO Paris. Age, sex, physical activity, year repetition, promotion, student job, school career, daily travel time of the students were also asked.

Interpretation : Using the DREEM authors' guide, the mean scores were interpreted with:

Overall mean scores : 0-50 very poor ; 51-100 plenty of problems ; 101-150 more positive than negative ; 151-200 excellent.

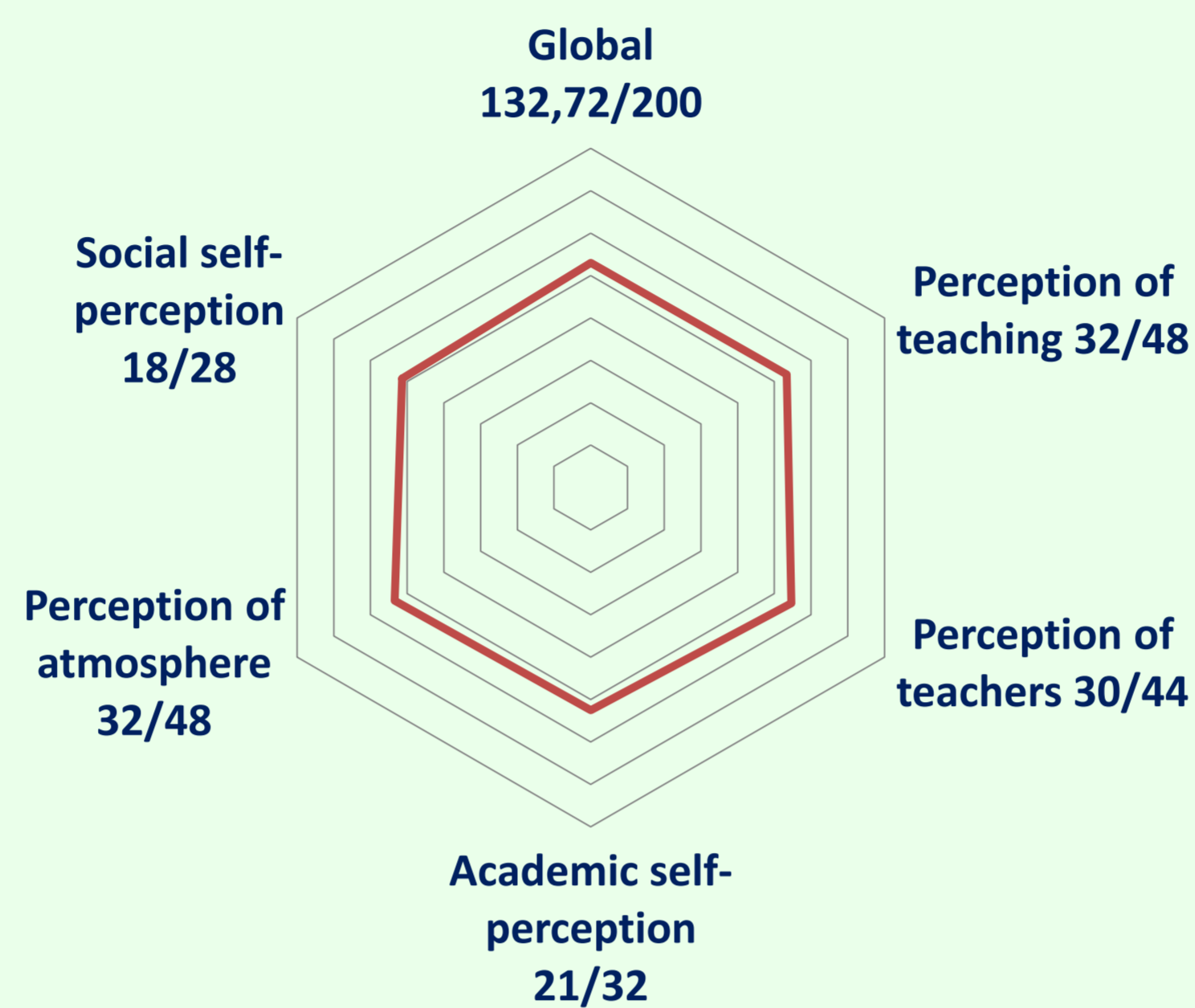
Item mean scores of 2 or less indicate problem areas, of 3 or over indicate real positive points; score between 2 and 3 are aspects of the environment that could be enhanced.

Analysis: ANOVA 1 was used, followed by a comparison of mean scores with Student 3 test, to reveal potential statistically significant differences between the different groups of students.

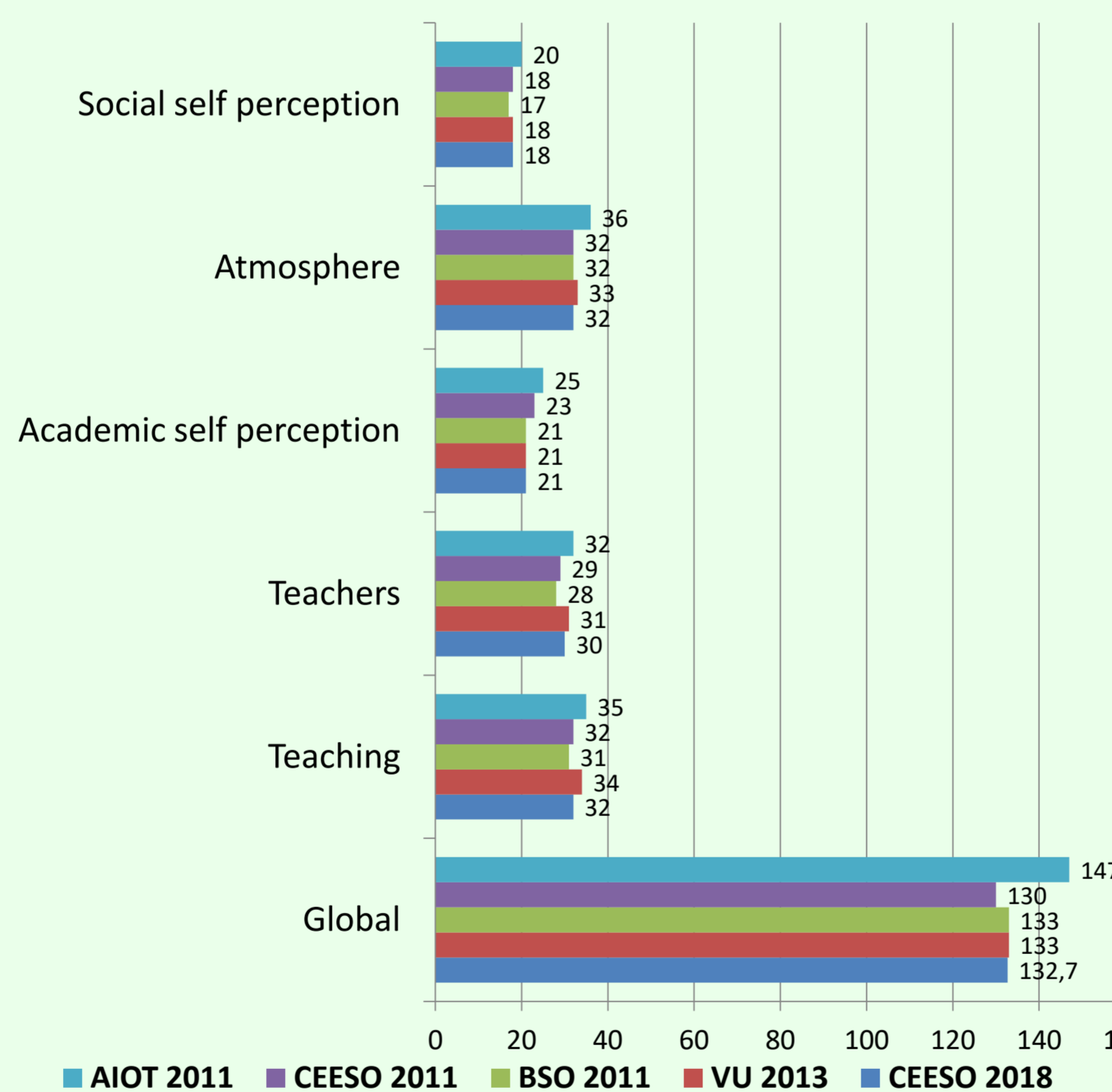
RESULTS

133 of the 188 students from 2nd, 3rd, 4th and 5th years completed the questionnaire (70.75 % response rate).

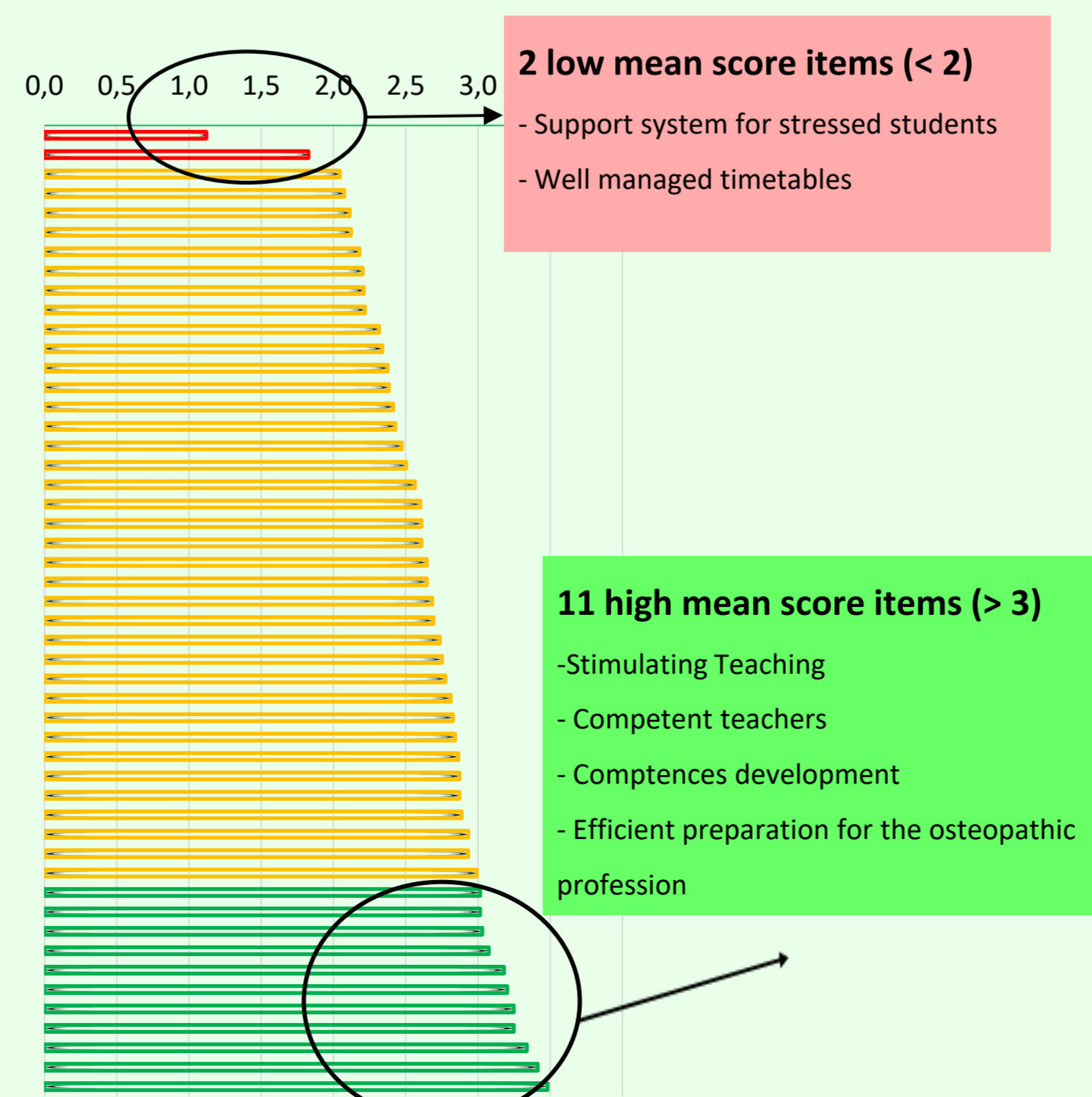
CEESO 2018 SCORES



SCORE COMPARISON BETWEEN SCHOOLS



50 items of DREEM classified by mean score



DISCUSSION

The global score of the 2018 CEESO Paris survey (132,72/200) is more positive than negative^{12,13}. It is comparable to the scores obtained in previous surveys^{14,15}. The Accademia Italiana Osteopatia Tradizionale (AIOT) obtained in 2011 a higher mean score (147). However this score may be due to the small class size in AIOT (12 students), which provide a tutorial-like learning.

Score by items

The schedule management and the support system for stressed students are the two items which appeared to be problematic in the present survey.

The support of stressed students is an item that appears to be problematic in both large and small structures. One area for improvement is the implementation of tutorials or a supervisor independent of the administration for students at higher risk.

The survey highlighted some areas of concerns -support system for stressed students and well managed timetables- which were not problematic in the compared studies^{14,15}. It also highlighted significant factors influencing the mean scores negatively, such as working a student job, year repetition, and/or a lack of physical activity. The survey revealed quite a few positive points such as stimulating teachings, competent teachers, a overall effective preparation for a career in osteopathy.

CONCLUSION

The present study revealed that the educational environment at CEESO Paris appeared to be more positive than negative for the students. The figures obtained in this survey are comparable to those obtained in other studies in Europe (comparison between AIOT Italy, BSO UK, and CEESO Paris France) and Australia (VU, Melbourne).

It would be interesting to continue the study over several years and to compare other schools in order to have a better vision of the perception of the educational environment of osteopathy training in France and abroad, using DREEM but also using qualitative methods.

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