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26.04.2025

Analysis

Of Employers' Opinions Regarding the Graduates of the YSMU Stomatology Professional Educational Program

The primary purpose of this research is to identify opportunities for growth within the YSMU Stomatology professional educational program, evaluate educational outcomes, and make the pre-diploma and post-diploma training of YSMU students even more effective and targeted.

The research was conducted online through a questionnaire survey. The survey included ten questions thoughtfully designed to evaluate the outcomes of the Stomatology educational program.

Eleven major employer organizations in the field actively participated in the research (AGAT DENT, IMPLANTUM, NEW DENT, WellMed medical center, iDentist LLC, Stom line, Avanta, Spitak Amrots, Perfecta, Geghama LLC, AKRA). Currently, approximately 100 students are receiving their YSMU clinical residency training at these participating organizations, making up a significant 10-40% of their total workforce (in varying proportions across clinics).

A highly encouraging finding is that approximately 67% of the survey participants rated the level of professional preparedness of the graduates during the initial period of residency training as "good" and "satisfactory".

When asked, "Which of the following are the strong point(s) of the clinical residents studying in your clinic?", 51.7% of employers proudly highlighted the theoretical knowledge of the residents as a key strength. Furthermore, only 38.3% specifically pointed to their practical skills, while 50% found it difficult to single out just one area.

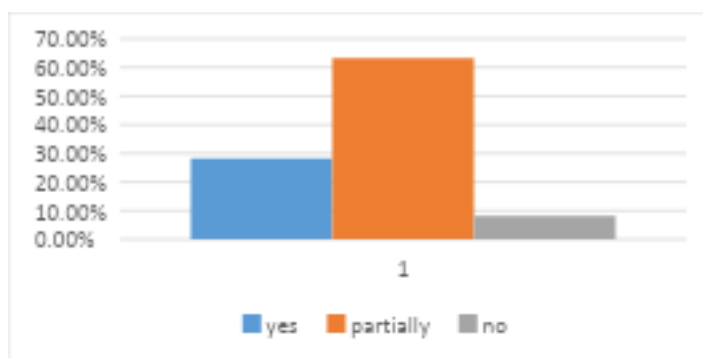
The research results suggest that while residents possess a solid foundation, employers believe they would greatly benefit from additional hands-on experience to confidently transition into fully independent work (Table 1).

Table 1: Current Capabilities of Clinical Residents

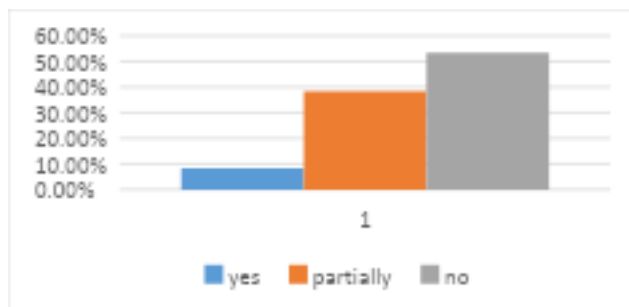
Clinical residents mainly:	Yes (%)	No (%)	Partially (%)
Manage patients under the supervision of a manager	25	25	50
Can perform procedures independently	-	33.3	66.7
Take on duty shifts as necessary	10	70	20
Are interested in scientific work	10	20	70
Were fully prepared for work upon admission to clinical residency	-	80	20

Below is the evaluation by employers regarding the outcomes of graduates' capabilities and skills upon admission to residency:

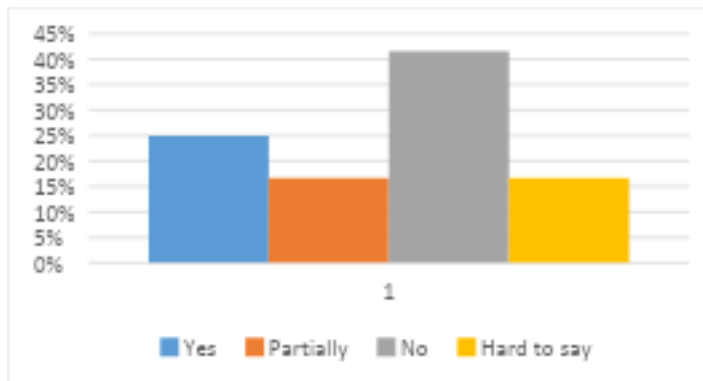
- Demonstrating deep professional theoretical and practical knowledge.



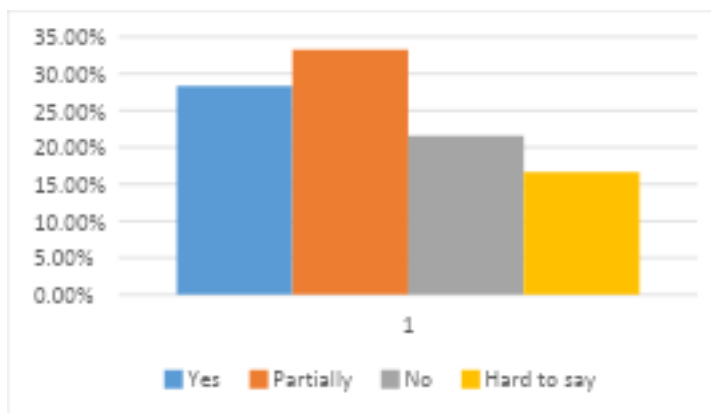
- Providing professional consultative and expert assistance for the practical activities of investigative bodies.



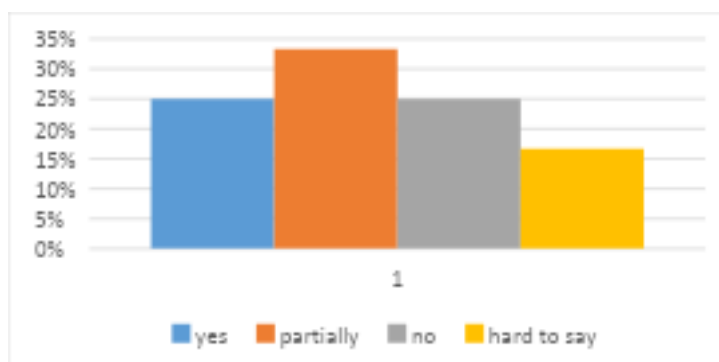
- Participating in the comprehensive design and implementation of treatment, prevention, clinical, epidemiological, and scientific research regarding the population's stomatological problems.



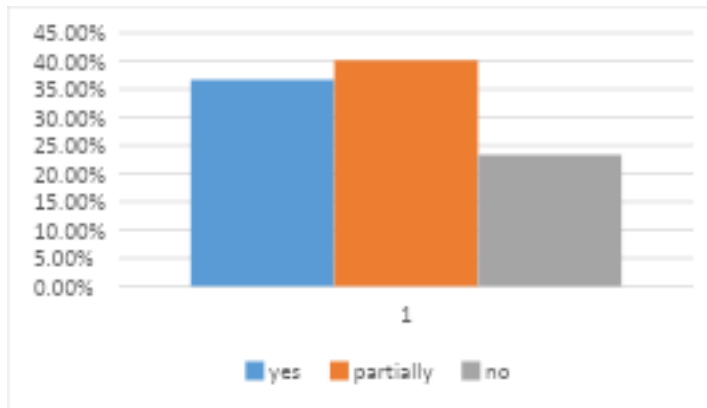
- Providing first aid to children and adults in emergency situations, epidemics, and mass casualty centers.



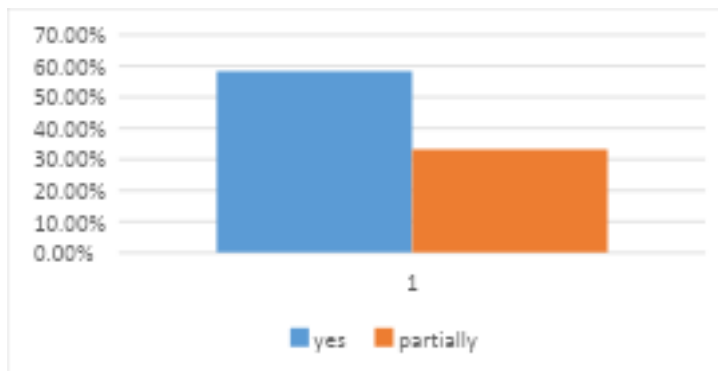
- Participating in health promotion and educational work, as well as the hygienic education of patients with oral cavity diseases and their family members.



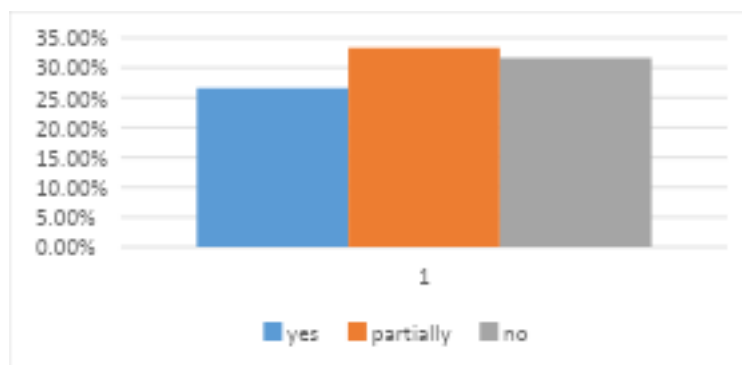
- Performing examinations, collecting anamnesis, making preliminary diagnoses, and maintaining stomatological records.



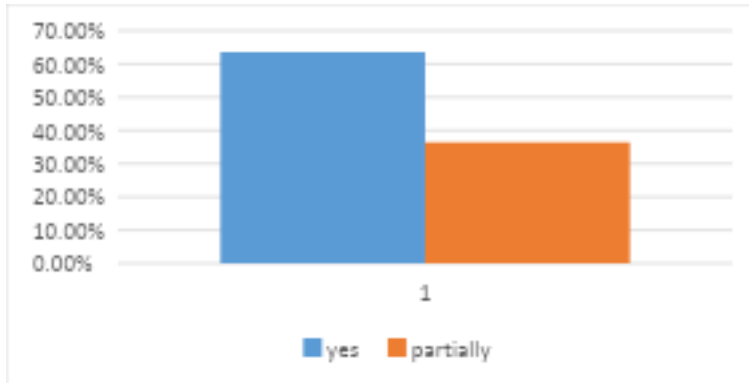
- Performing preliminary diagnosis of oral cavity diseases and referring patients to the appropriate specialists.



- Conducting clinical-laboratory and paraclinical examinations.



- Performing (applying) local anesthesia.



With achievement level of following other LOs of program employers mostly were satisfied or partially satisfied:

- Diagnosing caries of various classes and depths, preparing cavities, and performing fillings.
- Diagnosing and treating pulpitis and periodontitis.
- Preparing (grinding) teeth for various orthopedic constructions and taking impressions.
- Trying in and placing removable and fixed constructions.
- Preparing the surgical field, performing tooth extractions, and managing simple surgical interventions.
- Placing and removing sutures, and managing postoperative wounds.

The research shows that employers appreciate the graduates' foundational knowledge, though they are currently only partially satisfied with the full manifestation of these practical outcomes in a real-world setting. For certain specialized outcomes (such as expert assistance for investigative bodies, emergency first aid, advanced paraclinical examinations, complex caries/pulpitis treatments, orthopedic tooth preparation, and surgical wound management), employers highlighted these as prime areas where enhanced, targeted practical training would be highly beneficial.

Highlighting a foundation to build upon, 75% of employers noted that upon admission to clinical residency, graduates had already mastered an estimated 25-50% of the comprehensive practical skills required for the profession.

Around half of the participating organizations noted that their expectations of YSMU graduates are partially met, and they enthusiastically suggest collaborating on changes to the educational program to bridge the remaining gaps.

To help guide these improvements, employers constructively pointed out the following areas for growth:

- Clinical Reasoning: There is a desire to see theoretical knowledge translate more fluidly into practical application and clinical thinking.
- Clinical Experience: While students gain valuable preclinical experience on phantoms, expanding direct clinical experience with actual patients would be highly advantageous.
- Patient Interaction: There is room for further development of fine manual skills and patient communication techniques.

When asked, "In your opinion, what are the main abilities and/or knowledge necessary for the practical organization of your clinic's work that first-year clinical residents would benefit from developing further?", employers noted:

- Further refinement of manual and practical applied skills.
- Enhancing holistic patient care steps, such as: 1. Communicating treatment plans clearly; 2. Comprehensive anamnesis collection; 3. Interpreting X-rays with greater confidence; 4. Applying modern treatment approaches.
- Connecting robust theoretical knowledge with clinical diagnostic application.
- Building more confidence in tasks like tooth preparation, conduction anesthesia, and radiation diagnosis.
- Further incorporating medical ethics and practical diagnostic experience into the undergraduate years.

One employer offered a highly constructive suggestion:

"I suggest developing programs that will allow students to work in student clinics, and residents as well, under the supervision of instructors and professors, starting from the 2nd year. If this mechanism works alongside standard literature and treatment protocols, specialists fully meeting market demands will be prepared in the 6.5 years of study."

Employers showed a strong willingness to actively support the training of medical personnel, with about 80% indicating interest in the following collaboration options:

- Participation in the development of educational outcomes for the profession as part of professional associations.
- Participation in periodic, constructive meetings between students and labor market representatives.
- Direct participation in the educational process.
- Collaboration in clarifying the requirements for professional qualifications.

In addition to these collaborative steps, employers expressed that introducing a student clinic, supervised according to internationally accepted protocols, would be a transformative and welcome solution.

Conclusion

We can conclude that while employers see great potential in YSMU graduates and acknowledge their theoretical strengths, they highly encourage an increased focus on practical skills. Most

importantly, they stand ready to actively partner with the university in various stages of the educational program's continuous improvement.