INTRODUCTION
To understand students’ expectations of orthotic and prosthetic education program is one of the priorities for Sirindhorn School of Prosthetics and Orthotics (SSPO), Mahidol University Thailand. Student expectations are a valuable and constructive source of information. The knowledge of student expectations can help the lecturers to design teaching programs and the education organization to sustain the quality of the educational and supportive service.

The purpose of this study was to explore the educational and professional expectation of the P&O undergraduate students of Sirindhorn School of Prosthetics and Orthotics, Thailand.

METHOD
The cross-sectional survey study was conducted during the first month of academic year 2013-2014 and 2014-2015. The convenient sample of P&O undergraduate students of Sirindhorn School of Prosthetics and Orthotics, Mahidol University, were requested to indicate, on a self-complete questionnaire, how important they consider each of the factors to be in determining their expectation of the P&O education service they are receiving at the university. The questionnaire composed of 21-item questions on a Likert type scale and one opened-end question. Items were based on expectation of lecturer and teaching methods, instructional media, service and supporting system, and after-graduation concerns. Perceived importance was used as a vital indicator of expectations.

All statistical analysis was conducted by using PASW Statistics (SPSS) 15.0 (SPSS Inc., Chicago, IL., USA). Descriptive statistics was used to analyze the demographic data, and educational and professional expectation of the P&O undergraduate students

RESULTS
Data collection was done in two consecutive academic years. A convenient sample of 85 (77%) and 93 (85%) freshman, sophomore, junior, and senior P&O undergraduate students in academic year 2013-2014 and 2014-2015, respectively, enrolled in this study. The findings indicate that students want lecturers to be knowledgeable, attentive, enthusiastic, and approachable. Students expect for the instruction media and library service to support the learning needs. Students predominately want to gain P&O knowledge and experiences to be able to pass examinations and to be prepared for their profession. This study also shows that students’ expectation to be able to participate and be acknowledged in the multidisciplinary rehabilitation team. The comparison of expectation among those four groups of students was analyzed. Some educational and professional concerns were raised from students.

DISCUSSION & CONCLUSION
The findings suggest that student expectations in general P&O education and supportive services are relatively similar in all level of student and stable over time. The study also indicates that lecturers should acquire the desired attributes for knowledge and experience transfer. The approach of teaching in each level of student should be taken into consideration by reflecting the expectations, needs and values of students. Other aspects were also discussed.

CLINICAL APPLICATIONS
N/A

REFERENCES