

Transition to Clinical Training in Dentistry



Barcelona, Aug 2016

‘...(there are) changes in perceived **stress** corresponded with transitions through different stages of dental curriculum (didactic, pre-clinical and clinical)’.

J Fonseca et al. Perceived sources of stress amongst Chilean and Argentinean dental students. Eur J Dent Educ 2013; 17(1); 30-38

‘It has been shown that **clinical years are more stressful** than pre-clinical years and instructors themselves often create more stress than the treatment of patients’.

A. M. Alzahem, H. T. van der Molen, A. H. Alaujan, H. G. Schmidt, M. H. Zamakhshary. Stress amongst dental students: a systematic review. Eur J Dent Educ 2011; 15(1); 8-18

‘4Th year (beginning of clinical stage) scored the worst
educational climate’s perception in the program.’

Serrano C. Educational Climate Diagnostic for Universidad de Concepción Dentistry School
undergraduate program. Rev Educ Cienc Salud 2012; 9 (1): 43-49

‘...students were **self-determined** when engaging this new clinical environment, but an abrupt transition might produce feelings of **maladjustment**, anxiety, uncertainty and lack of **confidence**’.

C Orsini , V I Binnie, F Fuentes, P Ledezma, O Jerez.Implications of motivation differences in preclinical-clinical transition of dental students: A one-year follow-up study. J Educ Med 2016; doi:10.1016/j.edumed.2016.06.007

To transit from the preclinical to clinical year
successfully, dental students must develop
self-confidence in their abilities.

Junrong Wu, Xiaoli Feng, Aijie Chen, Yanli Zhang, Qi Liu, Longquan Shao. Comparing Integrated and
Disciplinary Clinical Training Patterns for Dental Interns: Advantages, Disadvantages, and Effect on
Students' Self-Confidence. J Dent Educ 2015; 80 (3); 318-327

TRANSITION TO CLINICAL LEARNING: GAP

HOW CAN THE GAP BE DEFINED?

HOW IS THE GAP BEING PRODUCED?

WHAT ARE THE GAP EFFECTS?

HOW CAN THE GAP BE NARROWED?

Carlos Serrano Petrillo - c.serranopetrillo@acta.nl