



Impact of clinical training on the attitudes of undergraduate dental students towards people with special needs

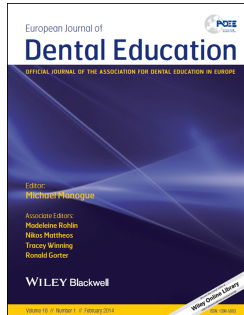
Márcio Diniz

Special Care Dentistry Unit

University of Santiago de Compostela University (Spain)

BACKGROUND





Guidance for the core content of a Curriculum in Special Care Dentistry at the undergraduate level

A. Dougall¹, S. A. Thompson², D. Faulks³, G. Ting⁴ and J. Nunn⁵

¹ Dublin Dental University Hospital, Trinity College, Dublin, Ireland,

² School of Dentistry, Cardiff University, Cardiff, UK,

³ CHU Clermont-Ferrand, Service d'Odontologie and Clermont Université EA 4847 CROC, Clermont Ferrand, France,

⁴ Australian and New Zealand Academy of Special Needs Dentistry, Auckland, New Zealand,

⁵ School of Dental Science, Trinity College, Dublin, Ireland

BACKGROUND

Special Care Dentistry in Spain

- No common undergraduate curriculum
- Huge differences in credits and contents
- Different postgraduate programs
- Difficulty in evaluating the impact in attitudes and behavior



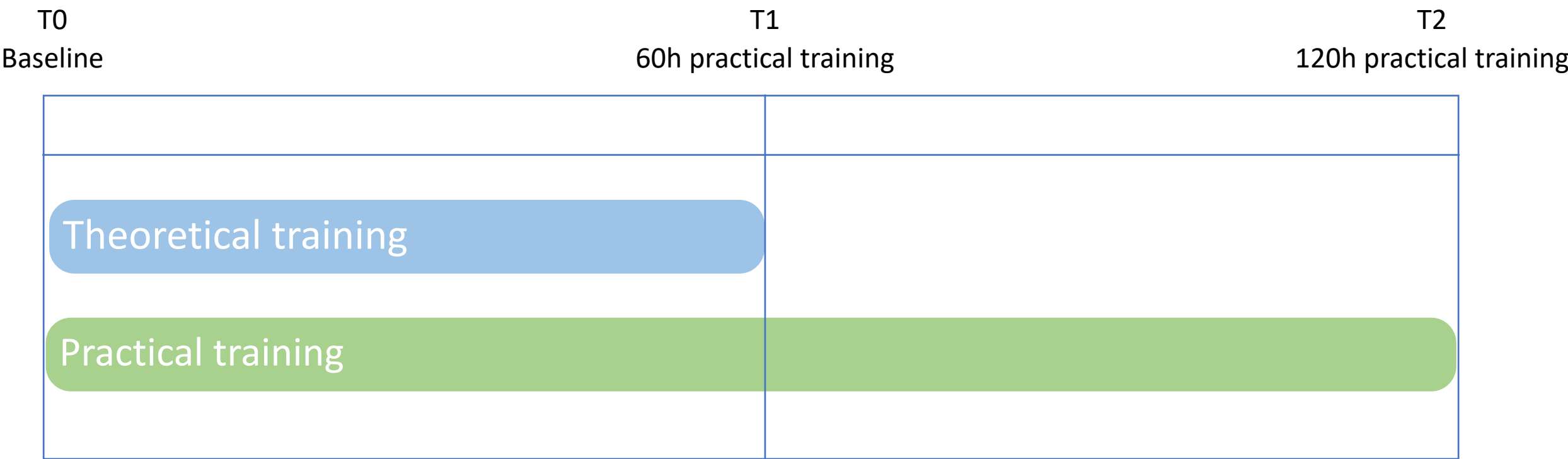
OBJECTIVE

How access to clinical practices in real scenarios affects the attitudes and behaviors of undergraduate students with respect to the dental care of individuals with special needs.

MATERIAL AND METHODS

Special Care Dentistry Curriculum at the University of Santiago de Compostela

- Fifth-year dental students (n=40)



MATERIAL AND METHODS

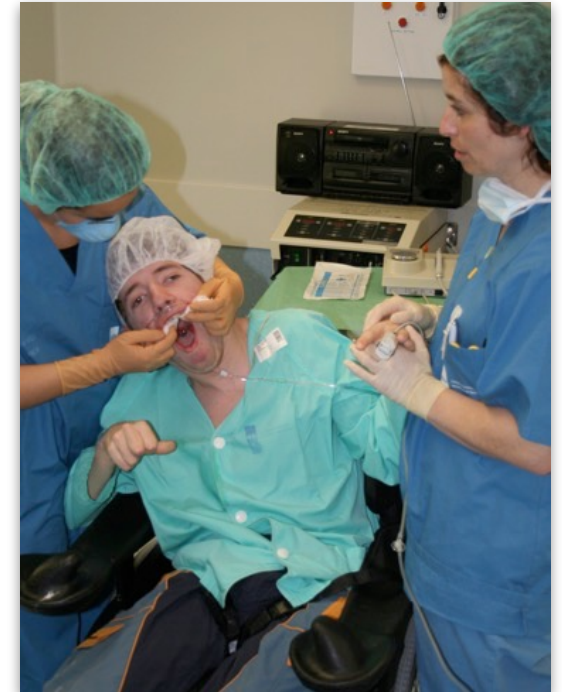
Practical training



Level 1
“to do”



Level 2
“to help”



Level 3
“to see”

MATERIAL AND METHODS

iADH Toolbox

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graph LR; A[iADH Toolbox] --> B[Questionnaire 3: Attitudes regarding oral health"]; A --> C[Questionnaire 4: Expected behavior]; C --> D[Scenario 1: patient with physical disability]; C --> E[Scenario 2: a patient with a psychiatric disorder]; C --> F[Scenario 3: elderly patient with Alzheimer's disease]; C --> G[Scenario 4: immigrant who does not speak your language];
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Questionnaire 3:
Attitudes regarding oral
health”

Questionnaire 4:
Expected behavior

Scenario 1:
patient with physical disability

Scenario 2:
a patient with a psychiatric disorder

Scenario 3:
elderly patient with Alzheimer's disease

Scenario 4:
immigrant who does not speak your
language

RESULTS

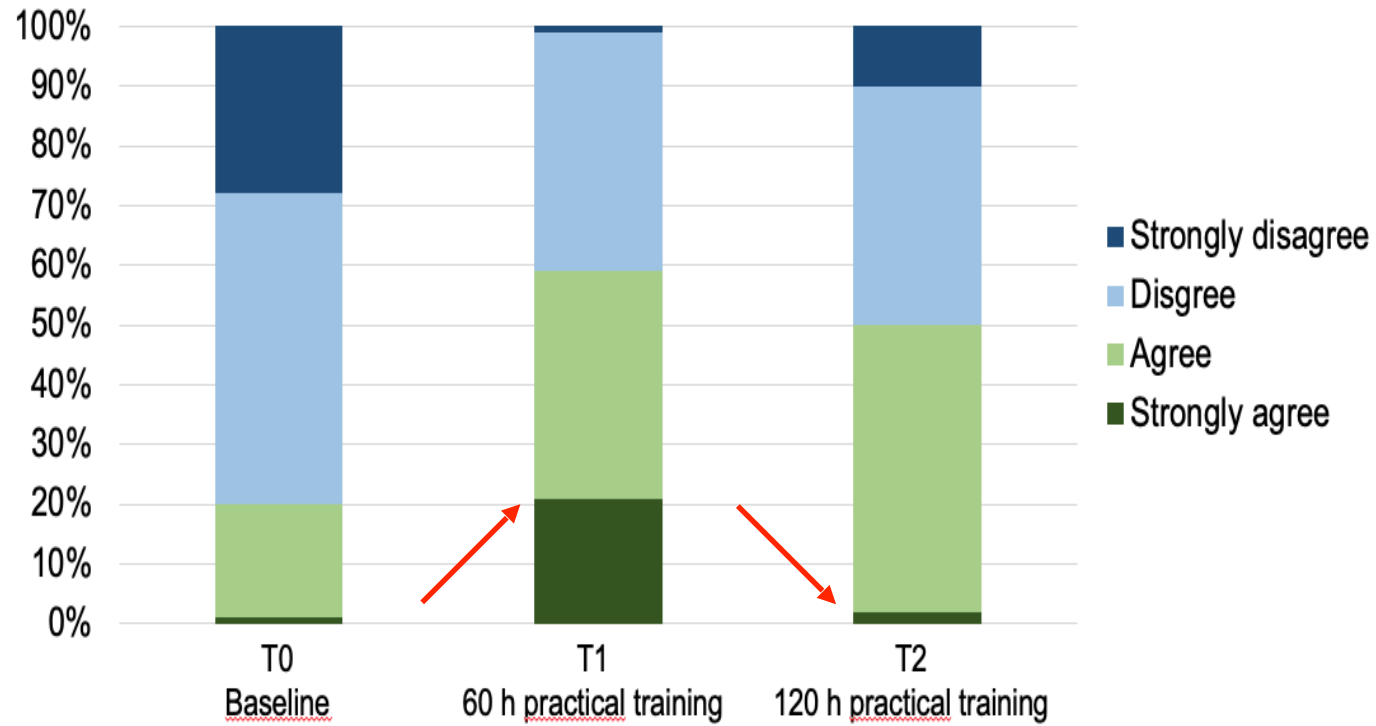


Figure 1. Question 3.12: "Should patients with disability always be treated by specialist practitioners?"

RESULTS

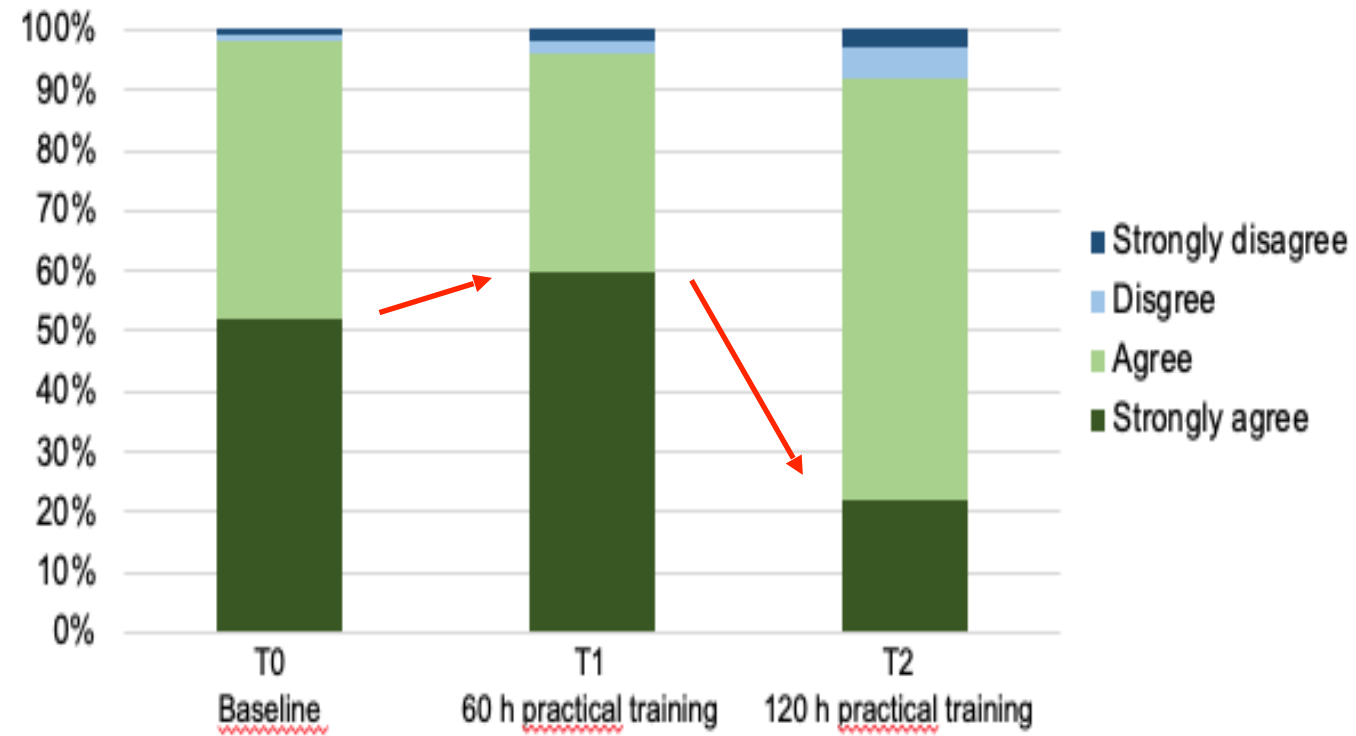


Figure 3: Question 3.7: “Is more training needed to prepare dental practitioners to provide care for patients with disability?”

CONCLUSIONS

- Limited practical training increases students' reserves for treating certain patients with special needs, especially those with limited cooperation
- Increasing the duration of practical clinical training, the students' self-sufficiency is increased in all of the planned scenarios