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

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

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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)

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MATERIAL AND METHODS

Practical training

Level 1
“to do”

Level 2
“to help”

Level 3
“to see”
MATERIAL AND METHODS

iADH Toolbox

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
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.