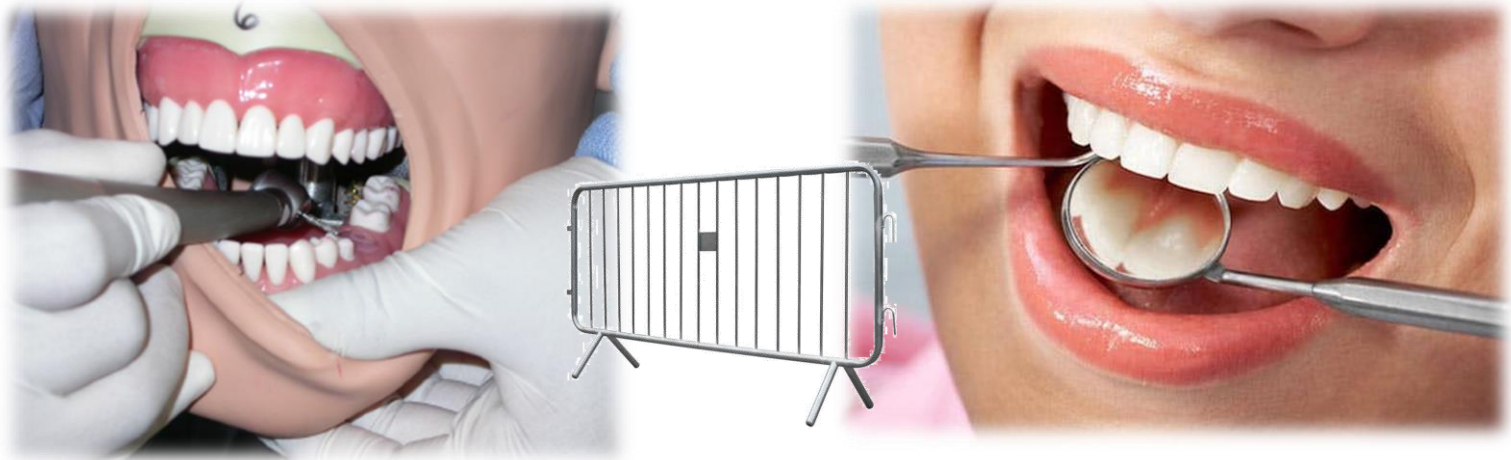


# Contrasting students' and staff perceptions of preclinical-to-clinical transition at a Chilean dental school

Jorge Tricio, Gonzalo Garcés & César Orsini  
Universidad de los Andes, Santiago, Chile.

# Background

- The transition from preclinical-to-clinical training remains a challenge not only for students, but also for clinical staff.
- There exists a preclinical-to-clinical transition barrier.



## Aims & Objectives

To investigate and compare dental students' and clinical staff perceptions of the preclinical-to-clinical transition.



# Materials & Methods

- Two questionnaires containing quantitative and qualitative items:
  - To assess 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> year-students' challenges when they begin treating patients.
  - To assess clinical staff perceptions of the same students' preparedness to treat patients.
- Implemented voluntarily and anonymously eight weeks after the beginning of the 2019 academic year.
- Data was analysed quantitatively as % and qualitatively forming themes.

# Results

Is there anything you would suggest to improve the preclinical-to-clinical transition?

## Emergед Themes

Year-3 students

Year-4 students

Year-5 students

Clinical staff

Emergед Themes			
Year-3 students	Year-4 students	Year-5 students	Clinical staff

# Results

## Students (n. 234 –96%)

- Practical skills; 4<sup>th</sup> and 5<sup>th</sup> year students felt prepared but not 3<sup>rd</sup> year ones who asked to have more time to practice motor skills.
- 3<sup>rd</sup> year students preferred to work in pairs with senior peers, a preference shared by their tutors.
- Requested tutors to generate a better and enjoyable environment and to be more empathic.
- Asked tutors to provide more frequent, constructive and consistent feedback.

# Results

## Students (n. 234 – 96%)

- Use the same dental materials in simulations as in the clinic.
- To teach them how the clinic works and its protocols beforehand.
- To improve teaching on clinical reasoning, diagnosis, treatment planning and sequence of treatments in comprehensive clinical cases.
- Stressors; difference between simulation and clinical environments, amount of clinical work, low self-confidence when working with patients.

# Results

## Tutors (n. 60 – 77%)

- Students have enough knowledge though it is difficult for them to apply it to patients; it works in classic clinical cases.
- Some degree of stress is normal.
- Students are respectful, kind and ethical.
- They are afraid of making mistakes.
- Preclinical training in parallel with clinical training might help.
- Be attentive to anxious and shy students and provide them with confidence and support.



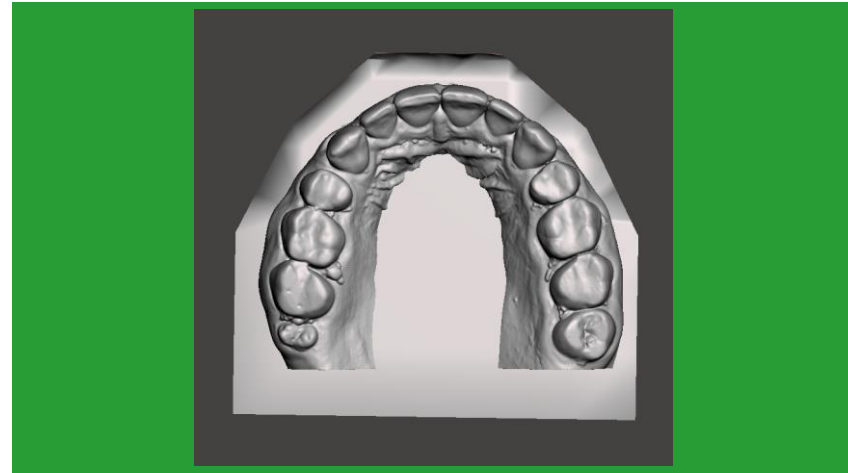
# Conclusion

## We need to:

- Help to integrate students' knowledge to their clinical practice.
- Improve students' self-confidence when working with patients.
- Control the amount of clinical work to fulfil clinical requirements.
- Improve frequency and inconsistent feedback on students' work among different tutors.
- Bridge the gap between simulation and clinical practice.

# What are we doing?

- Stress management course.
- Online integrated clinical problem-solving cases.
- Interactive preclinical as well as clinical videos.
- Practice patients' clinical procedures using virtual and 3D-printed models.



# Thank you

Jorge Tricio  
Universidad de los Andes, Santiago Chile

[jtricio@uandes.cl](mailto:jtricio@uandes.cl)