

The effect of stress on clinical and preclinical dental student performance

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Introduction: It is well known that dental training constitutes a stressful environment among undergraduate students. The aim of this study is to identify the effect of stressors on their clinical and pre-clinical performance.

Material & Methods: Cross sectional study was designed using a questionnaire modified DES distributed on 288 male and female undergraduate students. We randomly used the sample of the grades subjects of the students to measure their performance and compare the first and second semesters.

Results: One hundred twenty-four (49.6%) were females and 126 were males (50.4%). Sixth year students showed highest responses (27.20%), 3rd year lowest responses (14.40%), with the most stressful factors being the theoretical domain and the least stressful factors were the faculty domain and some of them included the personal domain. ANOVA statistical


test were used to assess the mean difference in the levels of stress between 2nd, 3rd, 4th, 5th and 6th year which proved significant for almost all questions. The grades of the students showed improvement between first and second semesters.

Conclusion: Improvement of the grades throughout the academic year among our students despite the proportional increase in stress, reflects higher motivation and confidence as well as didactic knowledge and cognitive skills all gained and compiled through our curriculum evidence based and patient centered curriculum enhancing the students' critical thinking and higher clinical skills.

Speaker Biography

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