



ERO WG
**“Relations between dental
practitioners and universities”**

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Running topic: The transition from a dental student to a practitioner - is there anything missing?

The aim of the study:

- to understand the National Dental Associations' perception about the need for immediate vocational training of dental graduates.
- Is there anything missing for them to start a self-reliant dental practice?

Article submitted



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Article

Dental students' and graduates' practical skills: An international survey of National Dental Associations in Europe

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Abstract

Dental students learn knowledge and practical skills to provide oral health care to the population. Practical skills must be maintained or continuously developed throughout a professional career. Universities and national dental associations (NDAs) play an important role in ensuring oral health care.

Information was collected on pre- and postgraduate areas. A total of 25 countries participated (response rate: 69.4%), with 80.0% having minimum requirements for practical skills acquisition and 64.0% starting practical training in the 3rd year of study.

In countries starting clinical practical work on patients in 2nd year of study, practical skills of graduates are perceived as average, starting in 3rd year of study as mainly good, and starting in 4th year of study as very variable between poor to very good.

- › In total, 76.0% of respondents feel that improvements are needed before entering dental practice. Improvements could be reached by treating more patients in dental school (32.0%), increasing the quantity of clinical training (20.0%), or having more clinical instructors (12.0%).
- › In 56.0% of the countries, it is possible to open one's own dental practice immediately after graduation, and in 16.0%, prior vocational training is mandatory.
- › All participating countries in the ERO-FDI zone reported a practical training in dental school, most starting in the 3rd year of study.

Conclusion

- › The perception of practical skills of dental students and graduates among NDAs is very heterogeneous. Reasons for the perceived deficiencies should be further explored.

Thank you for your contribution!

Azerbaijan, Austria, Belgium, Bulgaria, Czech Republic, Cyprus, Estonia, Georgia, Germany, Greece, Hungary, Israel, Italy, Kyrgyz Republic, Latvia, Netherlands, North Macedonia, Poland, Portugal, Romania, Slovakia, Slovenia, Switzerland, Turkey, United Kingdom.



**Our previous project: Interprofessional education
and collaborative practice**

Article is being revised for submission

Future project

A Follow-up study

ORIGINAL ARTICLE

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Collaboration between dental faculties and National Dental Associations (NDAs) within the World Dental Federation-European Regional Organization zone: an NDAs perspective*

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The aim of the study is to evaluate changes in:

- › The areas of collaboration between dental faculties and NDAs within the FDI-ERO zone.
- › With particular interest on identification of the areas requiring improved partnership
 - › Dental workforce issues
 - › Sharing responsibilities of providing CE
 - › Development of undergraduate dental curriculum
 - › Negotiations with authorities regarding economical/political matters

Thank you!

