Transition to Clinical Training in Dentistry
‘…(there are) changes in perceived stress corresponded with transitions through different stages of dental curriculum (didactic, pre-clinical and clinical)’.

‘It has been shown that **clinical years are more stressful** than pre-clinical years and instructors themselves often create more stress than the treatment of patients’.

‘4Th year (beginning of clinical stage) scored the worst educational climate’s perception in the program.’

‘...students were **self-determined** when engaging this new clinical environment, but an abrupt transition might produce feelings of **maladjustment**, anxiety, uncertainty and lack of **confidence**.’

To transit from the preclinical to clinical year successfully, dental students must develop **self-confidence** in their abilities.
TRANSITION TO CLINICAL LEARNING: GAP

HOW CAN THE GAP BE DEFINED?
HOW IS THE GAP BEING PRODUCED?
WHAT ARE THE GAP EFFECTS?
HOW CAN THE GAP BE NARROWED?

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