UNDERGRADUATE DENTISTRY STUDENTS ABILITIES IN DEALING WITH NON-COLLABORATIVE CHILDREN.

Júlia Siqueira*, Antonio Bento A Moraes, Cecilia Guarnieri Batista

Abstract
The study aimed the detailed analysis of broad categories of responses to a questionnaire with problem situations in Pediatric dentistry. The results emphasize aspects to be included in dentistry students education.

Key words: Non-collaborative children, students abilities, Pediatric dentistry.

Introduction
Dental treatment of children is often challenging, due to different kinds of non collaborative behavior. Knowledge of student difficulties is vital to their formation, both in technical and social skills and assessment of abilities to cope with children non collaborative behavior is needed to support education plans. A questionnaire with 10 problem situations, describing uncooperative behaviors in pediatric dentistry, was applied, for two consecutive years (2013 and 2014), to 101 undergraduate Dentistry students (School of Dentistry of Piracicaba, Unicamp). The open answers were categorized in broad categories, including Explanation, Tranquilization, Restraint, Distraction and Reward, and a frequency analysis was performed (Bragile et al. in press). The objective of the present study was to carry out a detailed analysis of students responses to each of the broad categories of coping with uncooperative child behavior.

Results and Discussion
An example of detailed analysis, related to the category Tranquilization, is presented in Figure 1.

Example:

Discomfort downplay – “I would say that I am only polishing the tooth in order to make it look pretty and that he doesn’t have to be afraid”.

Question on fear cause - “I would ask him about the cause of his crying, what does he fear, and I would talk to the child to convince him to collaborate with the treatment”.

Non-verbal affective interaction – “I would level off with the child. I would make eye contact and ask him to sit down”.

Instruction to relax/Deep breath – “I try to calm down the child and I tell her to breathe through her mouth”.

Conclusions
Detailed analysis contributed to the identification of examples of strategies to be adopted. Main areas of difficulty were also described.

Acknowledgement
Scientific Initiation Fellowship, Thematic project: Behavior and oral health. Fapesp (13/09578-5).