

Other journals in brief

A selection of abstracts of clinically relevant papers from other journals.
The abstracts on this page have been chosen and edited by Paul Hellyer.

Transition – in the northern hemisphere

Al-Yaseen W, Nanjappa S Jindal-Snape D, Innes N. A longitudinal qualitative multi-methods study of new dental graduates' transition journey from undergraduate studies to professional practice. *Eur J Dent Educ* 2023; DOI: 10.1111/eje.12913.

Lack of teaching about business skills noted.

The change from supervised clinical practice to independent practice can be daunting. Using semi-structured interviews and audio diaries, the experiences of one cohort from a Scottish dental school were recorded of their journey to vocational training.

Multiple facets to the transition were identified with stresses initially including the application and interview process for the post and finding accommodation. As they progressed, increased awareness of the importance of time management, greater patient expectations and clinical responsibility kicked in. Encouragements included being paid, working with a supportive dental nurse and having an approachable trainer. Resilience increased over time but enthusiasm waned as the realities of dental practice became apparent. With hindsight, it was felt there was a lack of undergraduate teaching about the business of dentistry. Vocational training was considered rewarding and supportive of the transition from undergraduate to professional.

<https://doi.org/10.1038/s41415-023-6069-1>

Transition – in the southern hemisphere

Marino R, Manton D, Reid K, Delany C. Preparedness for dental practice in Australia: a qualitative study on the experiences of final-year students and new graduates. *BMC Med Educ* 2023; **23**: 318.

Lack of experience in some clinical areas noted.

On graduation, dental practitioners (which in this study includes dentists, dental therapists, hygienists and dental prosthetists) are expected to have 'attributes of professionalism and skills in critical thinking, communication and health promotion.' In assessing the perceptions of readiness of newly graduated dental practitioners (NGDPs) for practice, semi-structured interviews were carried out with 18 NGDPs and 4 final year students from different Australian states.

In general, NGDPs felt well prepared for independent practice, although the transition was found to be daunting. Weaknesses in preparation included lack of exposure to some clinical experiences (eg endodontics, prosthodontics and others) and teaching around recognising domestic abuse and neglect. A lack of preparedness for communicating with parents and those of a different culture and age was recognised. Stressors included time management and creating a work-life balance. A lack of understanding of the scope of practice of other members of the team was reported, and therapists and prosthetists felt undervalued as part of the dental team.

<https://doi.org/10.1038/s41415-023-6070-8>

Giving preventive advice is a skill to be learnt

Rutter L, Duara R, Vinal-Collier K A *et al.* Experiences of newly qualified dentists in delivering oral health advice to parents/caregivers of young children – challenges and solutions. *Front Oral Health* 2023; DOI: 10.3389/froh.2023.1079584.

Barriers to behaviour change revealed.

General dental practice is considered key in 'facilitating and reinforcing prevention in the community.' Twelve focus groups of foundation dentists from Yorkshire and Humberside (n = 100) discussed the barriers to communicating effective oral health advice. Themes identified included:

1. Lack of personal experience of childcare, parenting and the vocabulary involved, and of knowledge of the roles of other healthcare professionals such as health visitors
2. Lack of parental receptivity to advice given and difficulties overcoming ingrained beliefs
3. Lack of both parental and dentists' motivation to receive and provide advice
4. Information overload and inconsistencies – how to select which information to provide
5. Current NHS structures of general dental practice.

<https://doi.org/10.1038/s41415-023-6072-6>

Lessons in dentistry

Scambler S, Ahmed T A, Aiyere J, Cheng E. Diversifying the dental curriculum: A review of the Bachelor of Dental Surgery degree reading lists in a UK dental school. *Eur J Dent Educ* 2023; DOI: 10.1111/eje.12915.

White, male authors dominate the teaching material.

On qualification, dentists will treat a heterogeneous group of patients, of all ages and ethnicities. To be prepared for this, the teaching in dental school needs to be equally broad and representative. Using the reading lists for all subjects and modules over the five years of one UK dental school, the authors (three of whom are/were students) reflect on their content, source and authorship.

A total of 286 journal articles (textbooks were excluded) were identified and publication date, gender of the lead author, gender of all authors and geographic location of affiliated institutions were recorded. Only 27% of the authors were female, with a similar imbalance in lead author. The majority of the papers were sourced from the UK and the USA with only 3% including an author from the Global South.

Reading lists were dominated by white, male authors from the Global North, an author profile which does not represent the gender balance of the dental profession in the UK nor the patient base of most dental practitioners. Lack of research from the Global South leads to a body of knowledge which does not reflect the health priorities of low-to-middle-income countries.

<https://doi.org/10.1038/s41415-023-6071-7>