



Development and Implementation of Structured Soft Skills Training Module Among Dental Undergraduate Students for Management of Persons with Disabilities

Vikrant Mohanty,¹; Ritu Jain ²; Sangeetha Samuel³

¹Maulana Azad Institute of Dental Sciences, New Delhi ²CDC&H, Ludhiana, ³CMC&H, Ludhiana

Email: vikrantmohanty@gmail.com



BACKGROUND

- Disability is **multifaceted** and **multidimensional** concern for the Patients, Caregivers and Dentists.
- Persons with Disability (**PwD**) 2.2% Indian Population suffer from multiple dental diseases with poor access.
- Current curriculum of Dental Council of India has a strong focus on hard skills and curative services.
- Lack of training in soft skills is one of many deterrents to PwD utilizing appropriate dental care.

AIM AND OBJECTIVES

To develop and implement Novel Soft-Skills Module among third year Dental undergraduate students for improved management of PwD.

OBJECTIVES

- Conduct Need assessment: Dental students, PwD and Dental Faculty on Perception soft skills, barriers of PwD and expectations from Dentists
- To develop, implement and assess Soft-Skills Module among 3rd year Dental undergraduate students for improved management of PwD

METHODOLOGY

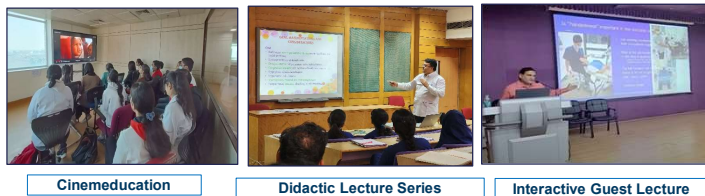
NEED ASSESSMENT FOR SOFT SKILL MODULE FOR PwD- Dental Students(n=40), PwD Patients (n=5) & Faculty (n=5) (3 months)

MODULE DEVELOPMENT (2 months)

Core Committee Constitution and Module Development using Kern's Model (Didactic Sessions, Cinemeducation, Role Plays, Field Visit, Guest Lecture)

IMPLEMENTATION AND EVALUATION OF MODULE- PRE & POST-ASSESSMENT (n=31) (2 months)

- Institutional Ethics Committee Approval was obtained. (No. F./18/81/MAIDS/Ethical Committee/2023/642)
- Quantitative Data** was analyzed using SPSS, V.26, ©IBM, USA Intragroup comparison of categorical variables done using Mann-Whitney U test.
- Qualitative Data** was analyzed using ATLAS.ti 9 software.
- Audio was extracted of interviews, transcribed and Stepwise **thematic analysis** using Braun and Clarke's (2006) framework.

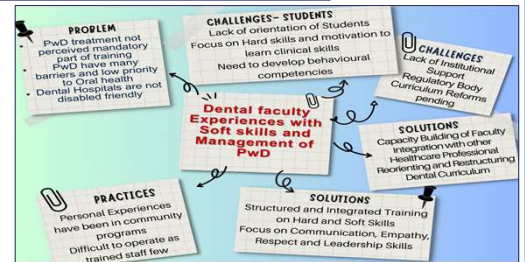


RESULTS

Perceived Needs	Oral Health Practices	Barriers to Access	Health System Strengthening
Important for general health	Brushing twice daily	Long waiting times and Lengthy Appointments	Focus on empathy, respect and communication skills
Physiological functions e.g. Taste, Digestion, Speaking	Rinsing after every meal	Anxiety and Lack of Empathetic attitude	Devote appropriate time and Improve accessibility for PwD
Aesthetic and Smiling	Mouthwash use and Tongue cleaning	Access to Healthcare facilities	Attention to training of Dental Students for better management of PwD
		Limited attention and time given	

Fig.2 Need Assessment themes from Dental Ugs and PwD

Fig.3 Dental Faculty Perspectives on Soft Skills and PwD: Key Themes



QUESTIONS	Pre- (n, %)	Post- (n, %)	p value
According to you, what are hard skills in Dentistry?			
Personal skills	1 (3.1%)	0 (0%)	0.048*
Interpersonal skills	4 (12.5%)	3 (9.7%)	
Clinical skills	15 (46.9%)	25 (80.6%)	
Technical skills	12 (37.5%)	3 (9.7%)	
According to you, what are soft skills in Dentistry?			
Personal skills	11 (34.4%)	10 (32.2%)	0.049*
Interpersonal skills	15 (47%)	21 (67.7%)	
Clinical skills	5 (15.6%)	0 (0%)	
Technical skills	1 (3.1%)	0 (0%)	

Statements	Pre- (n, %)	Post- (n, %)	P value
My ability to effectively communicate to educate and motivate patients with disability regarding the treatment plan			
Not confident at all	2 (6.5%)	1 (3.2%)	0.05*
Little Confident	12 (38.7%)	9 (29.1%)	
Somewhat Confident	9 (29.1%)	6 (19.4%)	
Confident	7 (22.6%)	9 (29.1%)	
Very Confident	2 (6.5%)	6 (19.4%)	
My ability to undertake leadership responsibilities to comprehensively manage patients with disability.			
Not confident at all	2 (6.5%)	1 (3.2%)	0.127
Little Confident	9 (29.1%)	9 (29.1%)	
Somewhat Confident	3 (9.7%)	6 (19.4%)	
Confident	13 (42%)	12 (38.7%)	
Very Confident	1 (3.2%)	3 (9.7%)	
My ability to present and justify a treatment plan of a case of patient with disability.			
Not confident at all	2 (6.5%)	1 (3.2%)	0.105
Little Confident	9 (29.1%)	7 (22.6%)	
Somewhat Confident	5 (16.1%)	7 (22.6%)	
Confident	12 (38.7%)	12 (45.1%)	
Very Confident	1 (3.2%)	2 (6.5%)	

Table-1 & 2 : Pre and Post Intervention assessment of Soft Skills among Dental Undergraduates

DISCUSSION

Dougall A et al developed UG curriculum guidance in PwD through a consensus process with learning outcomes, skills being transferable, designed to enhance critical thinking, promote positive attitudes towards disability and diversity.

Singh.S et al based-on stakeholder's feedback- in the focus group discussions, 27 disability competencies were in five roles of an IMG- clinician 9; leader: 4; communicator: 5; lifelong learner: 5; and professional: 4.

ENABLING FACTORS AND CHALLENGES

Enabling Factors: Institutional and Faculty Support in developing and implementation of the module

Challenges: Implementation of package of Soft skills in existing tight schedule of curriculum, Integration needed, Faculty Motivation and Expansion of the various aspects of the novel curriculum across Dental Colleges which lack of facilities.

CONCLUSIONS

- Current intervention highlighted the various concerns of PwD, Faculty and Dental Students towards Soft Skills and its management for improved dental management.
- Empathy, Respect, Communication and Personal skills** along with are vital to address the dental needs and reduce the suffering of **Clinical Skills** PwDs along with curriculum reforms and healthcare access.

REFERENCES

- Dougall A et al Guidance for core content of a Curriculum in Special Care Dentistry (SCD) at undergraduate level. Eur J Dent Educ. 2014 Feb;18(1):39-43.
- Singh S et al Disability-inclusive compassionate care: Disability competencies for an Indian Medical Graduate. J Family Med Prim Care. 2020 Mar 26;9(3):1719-1727

ACKNOWLEDGEMENTS

- Gratitude to Prof. (Dr.) Dinesh Badyal CMCL-FAIMER team and Mentors at CMCL
- Appreciations to Director-Principal, Faculty, PGs, Patients and 3rd Year BDS Students, MAIDS.



Soft Skill Module for PwD Management Implementation Plan