

A comparative assessment of knowledge of dental students on management of traumatic dental injuries, with and without access to the Visual Dental Trauma Guide

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Traumatic dental injuries (TDI) are a common finding which presents at 4.5% global incidence rate. These injuries significantly affect the quality of life of an individual due to the prominence of orofacial region in social and functional aspects of a life. Emergency management bears a critical value in the prognosis of traumatized tissues. Therefore, the general practitioners are expected to intervene appropriately. During the undergraduate practice the students are given lectures and demonstrations on TDI. However, having access to Visual Dental Trauma Guide (VDTG) as a tool to assist in making evidence-based decisions in the clinic is expected to be more effective. The objective was to evaluate the effect of using VDTG for diagnosis and treatment planning for TDI by dental undergraduates. Final year students in the test group were given access to the VDTG, during their clinical appointment, while the control group was not. Their knowledge was evaluated and compared using a multiple-choice questionnaire and OSCEs. The students with access to the VDTG were observed to be more knowledgeable in providing correct answers to three out of the seven OSCE questions. Evaluation based on the MCQs did not present a significant difference ($p=0.913$). However, Use of VDTG showed statistically significant difference in the overall knowledge of the test group based on their answers ($p=0.028$). In the test group 91.3% scored more than 50% for the MCQ paper while it was 95.7% in the control group. In the overall evaluation, 8.6% in the test group scored above 50% while it was 2.1% in the control group. Total mean value of the test group was 38.18 compared to 33.23 in the control group. Use of DTG is a valuable tool for better diagnosis and treatment of patients subjected to TDI. However, lectures and demonstrations have provided sound knowledge to the students.

Key words: TDI, VDTG, undergraduate students, knowledge