

## 2<sup>nd</sup> ANNUAL DENTISTRY AND DENTAL SCIENCES CONGRESS

January 10, 2022 | Webinar

### Remote learning using co-constructed clinical cases as a preclinical strategy in Dentistry

**Mariely Navarrete Riffo**  
Andres Bello University, Chile

**Introduction:** As a result of the COVID-19 pandemic, patient care by dental students was suspended. Because the cognitive process supporting the diagnostic approach depends on the observed casuistry, the inability to perform anamnesis and examine patients hinders the development of these skills. Objective: Present a remote learning strategy through the execution of synchronous clinical workshops based on the discussion of co-constructed clinical cases.

**Methodology:** By videoconference at the request of the students, the teacher delivered background information, photographs and radiology examinations. Students could also ask questions of the teacher, who played the role of the patient, in real-time. The teacher imparted information while avoiding conducting the diagnostic process, which through “forward” (inductive) reasoning allowed the students to observe and analyze information to then formulate a diagnostic hypothesis or request more background information. If the student could not perform the pedagogical exercise, they were guided by the teacher. Final feedback highlighted the actions that led to achieving the objective.

**Results:** Most students formulated correct diagnostic hypotheses. They were also satisfied with the methodology because it encouraged inductive learning and achieving metacognition. The students felt that the methodology should be permanently implemented in the course as preparation for in-person patient care. It is important to note that when returning to in-person patient care, the students correctly executed the diagnostic process, which optimized clinical time and yielded excellent academic outcomes.

**Conclusion:** The discussion of clinical cases without a predetermined structure in which the students develop the clinical case based on their knowledge and cognitive skills is a useful tool for fostering the inductive process that leads to an accurate diagnosis. Implementing this methodology is proposed both when it is impossible to directly care for patients and in preclinical learning in dentistry.

#### Biography

Mariely has completed her DDS, university of valparaiso. master in Dental Sciences in periodontology, university of chile. specialist in periodontology certified by the national autonomous corporation for the certification of dental specialties (CONACEO). associate professor andrés bello university. head of department of periodontology andrés bello university, viña del mar. director of the specialization in periodontology andrés bello university, viña del mar (2016-2019). vice-president of the society of periodontology of chile, subsidiary valparaiso. researcher and national and international speaker.

[marielynr@gmail.com](mailto:marielynr@gmail.com)