

> > > Psychosocial Impact of Dental Aesthetics on Undergraduate Students

Psychosocial Impact of Dental Aesthetics on Undergraduate Students

Objectives: Dental aesthetics significantly influence self-perception and social interactions, particularly among young individuals. This study aimed to assess the psychosocial impact of dental aesthetics among undergraduate students and to explore the influence of prior orthodontic and aesthetic treatments.

Methods: A cross-sectional study was conducted, inviting all 4,153 undergraduate students from Universidad Iberoamericana in Santo Domingo, DR. Cluster sampling by academic program resulted in a sample of X participants. Students wearing orthodontics appliances were excluded. Ethical approval was obtained (CEI2024-0590). Data were collected using The Psychosocial Impact of Dental Aesthetics Questionnaire (PIDAQ), a validated tool with four domains: Dental SelfConfidence, Social Impact, Psychological Impact, and Aesthetic Concern. The questionnaire was culturally adapted and piloted with 35 students, ($\alpha=0.95$; subscales: 0.86–0.93). Data collection lasted three weeks via Google Forms, distributed through official faculty groups, emails, and in-person visits to courses. Statistical analysis was performed using JASP software, applying Chi-square and Mann-Whitney U tests.

Results: 63.85% of the respondents, 63.85% were female, with a mean age of 20.4 years (range 17-41). Students who did not use orthodontics treatment scored higher PIDAQ, with a mean of 28.05, compared to those who did, ($M=25.11$). This difference was statistically significant ($p = .05$). However, there was no statistically significant difference ($p=0.26$) between the group that reported having undergone aesthetic procedures ($M=20.78$) than the group that had ($m=20.18$). Gender differences showed not significant differences ($p=0.14$) in PIDAQ scores, with females scoring a mean of 27.25 and males ($M=24.37$).

Conclusions: The results suggest that orthodontic treatment may influence psychosocial impact, with students without treatment reporting higher PIDAQ scores. However, aesthetic procedures and gender differences did not show significant effects.

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SESSION INFORMATION

Poster Session

Dental Education and Workforce

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