
Learned Resourcefulness and Coping with Crying in Dentists and Students. J. HENDERSHOT*, A. KOERBER, S. FADAVI, and I. PUNWANI (Univ. of IL at Chicago, Dept. of Pediatric Dentistry, Chicago, IL).

Helping dentists handle stress has been an objective of recent research. One potential source of stress is the crying child. Rosenbaum developed the concept of Learned Resourcefulness, which is a set of cognitive strategies and skills that allow a person to handle stressful situations with more resilience. These skills are teachable. Our **objective** was to determine if pre-doctoral dental students' and pediatric dentists' abilities to cope with crying children are related to their Learned Resourcefulness. **Method:** A survey was created that combined the Self Control Schedule (the SCS is a standardized measure of Learned Resourcefulness), the Coping with Crying question-naire (CWC)(a standardized questionnaire) and a demographic questionnaire. This survey was distributed to all dental students (260) in one dental school and by mail to 300 pediatric dentists from AAPD Region IV. **Results:** 128 pediatric dentists and 151 dental students responded (response rates of 43% and 58%). Stepwise multiple regression analysis was used to measure the effect of Learned Resourcefulness, student/dentist status, and years of experience on Coping with Crying. Learned Resourcefulness and Student/Dentist Status significantly affected Coping with Crying (F with 2 & 268 df=44.83, p<.001). Years of experience were not significant when the other two factors were present (p=.97). **Conclusions:** Learned Resourcefulness predicts Coping With Crying in dental students and in pediatric dentists. Since Learned Resourcefulness is a set of teachable skills, this suggests that by teaching Learned Resourcefulness to dental students, we may be able to improve their ability to cope with the crying child.