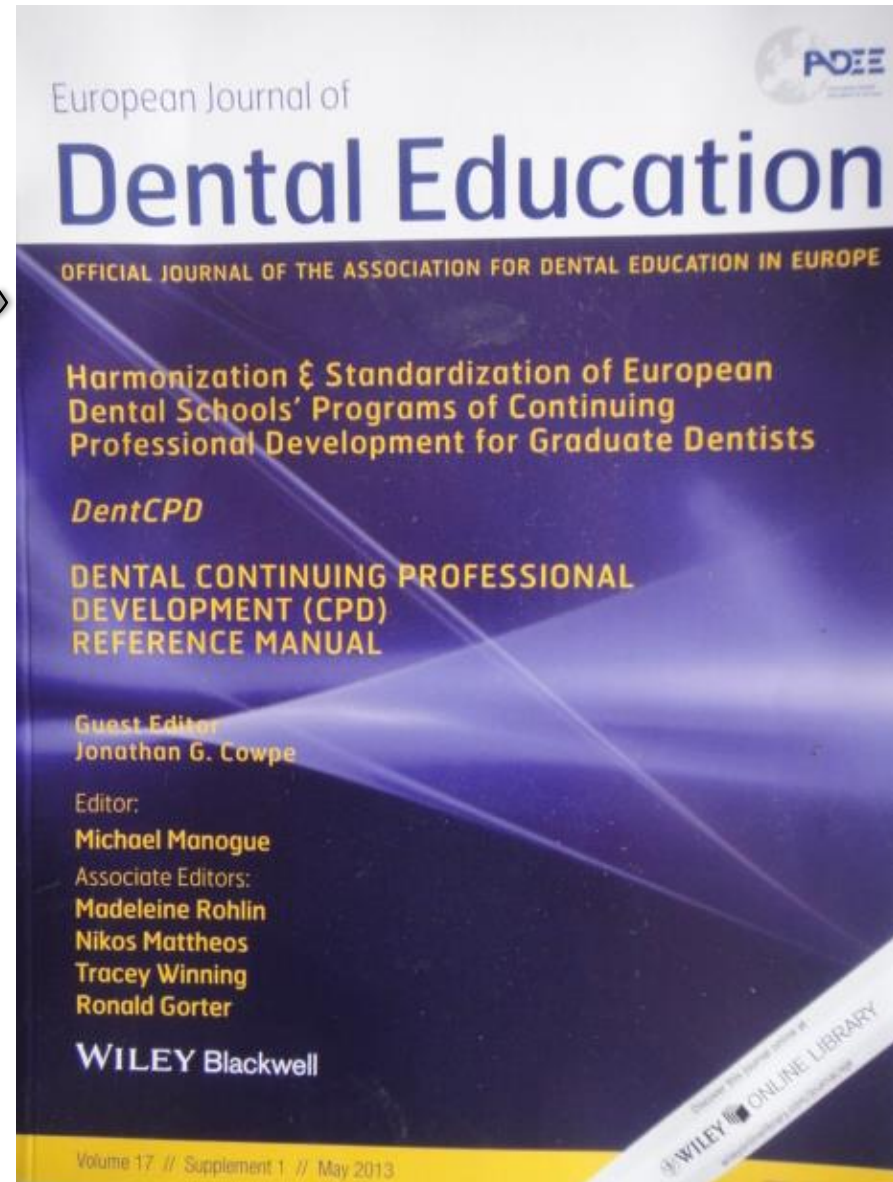


ADEE 2013
DentCPD - the project

Professor Jonathan Cowpe
Wales Deanery
Cardiff University



Back in 2009

- January – Life Long Learning “information day” – Brussels
- Build on success of DentEd programmes
- Move into the area of Postgraduate Education
 - Launching of the e-form
 - Template for submission February 2010
 - Notification September 2010
 - Approval for two year project commencing October 2010

Dent CPD – The Team

Cardiff University,

Jon Cowpe, Alison Bullock, Hannah Thomas, Sarah Bailey, Emma Barnes, Richard Thomas, Suzanne Phillips

UK

National and Kapodistrian University of Athens,

Argyro Kavadella, Anastasia Kossioni, Kostas Tsiklakis

Greece

University of Helsinki,

Terhi Karaharju-Suvanto, Kimmo Suomalainen

Finland

Academic Centre for Dentistry (ACTA), Amsterdam,

Henk Kersten, Eva Povel

Netherlands

Rīga Stradiņš University,

Una Soboleva, Andra Liepa, Ilze Akota

Latvia

Association for Dental Education in Europe (ADEE), Dublin, Ireland

Majella Giles, Damien Walmsley

Significant input to surveys and by attendees at SIGs held at ADEE 2010, 2011, 2012

Europe – CPD?



**Harmonization & Standardization
of
Continuing Professional Development for Graduate Dentists**

Dent CPD - Outputs

- **Inventory** by literature & internet search, survey & consensus methods
 - existing CPD programs & providers;
 - **agreement on core components**; identification of best practice.
- **Guidelines** - organization, quality management & assurance of CPD programs.
- **Guidelines for delivery of competence-based CPD modules**
- **Core topic, exemplar teaching module.**
- **Dental CPD Reference Manual**
 - Eur J of Dent Ed, Supplement

Dent CPD - Impact

- This project aimed to
 - **modernise the strategic role** of dental schools in HEIs in the quality management and provision of CPD and also
 - **develop cooperation** between universities and other professional stakeholders in the delivery of CPD.

Dent CPD - Impact

- EU-wide recognition of CPD activities should
 - promote the **freedom of movement** for all graduate dentists in Europe, which can
 - support systems of **revalidation**, to the ultimate benefit of patient safety.

Dent CPD - Impact

- Standardization and harmonisation of CPD
 - Facilitate the recognition of each others CPD activities,
 - promoting opportunities for EU graduate dentists to live and work anywhere in the EU,
 - in turn, supporting the provision of a high quality clinical service for their patients.

European Journal of Dental Education ISSN 1396-5883

A review of continuing professional development for dentists in Europe*

E. Barnes¹, A. D. Bullock², S. E. R. Bailey³, J. G. Cowpe⁴ and T. Karaharju-Suavanto⁵

¹ School of Postgraduate Medical and Dental Education, Cardiff University, Dental Hospital and School, Heath Park, Cardiff, UK;
² Cardiff Unit for Research and Evaluation in Medical and Dental Education (CREMACE), School of Social Science, Cardiff University, Glangrogion-Building

³ Institute of Dentistry, University of Helsinki, Helsinki, Finland

Keywords
continuing professional development; continuing education; dentistry

Correspondence
Jonathan G. Cowpe
Dental Postgraduate Section,
Wales Deansery - School of Postgraduate
Medical and Dental Education
Heath Park, Cardiff
Cardiff CF14 4YU, UK
Tel: +44 (0)29 2074 4317
fax: +44 (0)29 2074 3960
e-mail: jcowpe@card.ac.uk

Accepted: 5 January 2012
doi:10.1111/j.1365-0579.2012.02773.x

Introduction

Key competences required of the new dental graduate and a European perspective on the quality assurance of undergraduate education have been established (1). In the context of changing patterns of oral health needs (2), an increasingly wide range of health issues (3) and higher patient expectations (4-6), practitioners need to develop a wider knowledge base than that which can be provided by undergraduate training alone (6-10). Continuing professional development (CPD) is the mechanism by which dental practitioners develop their skills and know-

ledge and maintain up-to-date practice (11-14) draw attention to the cost and its value for patient care.

Although rules about the required CPD vary across the European 12, evidence of a worldwide trend has been (18-21). The need to update clinical developments into patient care is essential practice and increasingly regulation (22, 23). However, differences that patients are likely to be able to see in health care depending on where they live (24). This paper pres-

Abstract

Aim: To summarise findings from a literature review of continuing professional development (CPD) and its effect on care for patients.

Method: The search strategy used key terms in a range of literature search engines, complemented by hand searching.

Results: One hundred and fourteen papers were reviewed engaged in CPD. Factors affecting participation included work and home commitments, postgraduate qualifications. Learning needs identification and reflection on practice were main modes of CPD were courses and journal reading; no more effective. Few papers directly explored recommendations suggestions related to common areas of error and gaps in CPD effectiveness and impact-on-practice suggested that spread new learning and considerable self-reported change learn barriers to implementing change in workplace provided availability of materials, resources and support from colleagues.

Conclusion: To ensure high standards of care, alongside busy topics, more attention should be given to reflection on practice to engage with education and training workplace environments.

*Article reproduced from Eur J Dent Educ 17 (2013) 467-474

© 2012 John Wiley & Sons AS
See also: [Edu \(Suppl.\) 1 \(2012\) 1-17](#)

Review

European Journal of Dental Education ISSN 1396-5883

Continuing professional development systems and requirements for graduate dentists in the EU: survey results from the DentCPD project*

A. Bullock¹, S. Bailey², J. Cowpe³, E. Barnes⁴, H. Thomas⁵, R. Thomas⁶, S. Phillips⁷, S. Kavarella⁸, A. Kossioni⁹, T. Karaharju-Suavanto¹⁰, K. Suomalainen¹¹, H. Kersten¹², E. Pover¹³, M. Giles¹⁴, A. D. Walsley¹⁵, U. Soboleva¹⁶, A. Liepa¹⁷ and I. Akota¹⁸

¹ School of Social Sciences, Cardiff University, Cardiff, UK;
² Peninsula Medical School, Child Health Group, PenCRU, Exeter, UK;
³ School of Postgraduate Medical and Dental Education, Cardiff University, Heath Park, Cardiff, UK;
⁴ School of Dentistry, The National and Kapodistrian University of Athens, Athens, Greece;
⁵ Institute of Dentistry, The University of Helsinki, Helsinki, Finland;
⁶ Academic Centre for Dentistry, Amsterdam, The Netherlands;
⁷ Association for Dental Education in Europe, Dublin, Ireland;
⁸ Dental School, University of Birmingham, Birmingham, UK;
⁹ Faculty of Dentistry, Rigis Strøms University, Riga, Latvia;
¹⁰ School of Dentistry, Cardiff University, Cardiff, UK;

Keywords
continuing professional development; continuing dental education; European harmonisation

Correspondence
Alan Bullock
School of Social Sciences
Cardiff University
King Edward VI Avenue
Cardiff CF10 3WT
UK
Tel: 00 44 (0)2920870780
fax: 00 44 (0)292087415
e-mail: bullocka@cardiff.ac.uk

Accepted: 15 May 2012
doi:10.1111/j.1365-0579.2012.02074.x

*Article reproduced from Eur J Dent Educ 17 (2013) 475-481

Abstract

Introduction: By maintaining skills and keep professional development (CPD) supports safe dentists across Europe is not harmonised.

Aim: One aim of the 'DentCPD' project (www.dentcpd.org) was to identify and agree essential CPD requirements for EU dentists. As per existing approaches to CPD for EU dentists, 12

Methods: Informed by a review of the British Graduate Dentists questionnaire gathered data for requirements, provision and accreditation in Euro CPD and e-learning.

Results: Responses were received from 143 individuals from the countries had a compulsory CPD system core topics. Elsewhere CPD was optional or based dental schools and professional dental associations vision. National regulatory bodies were the most of respondents thought they know the criteria. Eighty-one percent agreed that CPD should be obligatory.

Conclusion: These results present an overview of. Despite a notable trend towards regulated CPD systems to engage in CPD show variation. The high evidence both dentist mobility and safe clinical practice.

Inventory 3 publications

Survey

European Journal of Dental Education ISSN 1396-5883

Core continuing professional development (CPD) topics for the European dentist*

S. Bailey¹, A. Bullock², J. Cowpe³, E. Barnes⁴, H. Thomas⁵, R. Thomas⁶, A. Kavarella⁷, A. Kossioni⁸, T. Karaharju-Suavanto⁹, K. Suomalainen¹⁰, H. Kersten¹¹, E. Pover¹², M. Giles¹³, A. D. Walsley¹⁴, U. Soboleva¹⁵, A. Liepa¹⁶ and I. Akota¹⁷

¹ Peninsula Medical School, Child Health Group, PenCRU, Exeter, UK;
² School of Social Sciences, Cardiff University, Cardiff, UK;
³ School of Postgraduate Medical and Dental Education, Cardiff University, Heath Park, Cardiff, UK;
⁴ School of Dentistry, The National and Kapodistrian University of Athens, Athens, Greece;
⁵ Institute of Dentistry, The University of Helsinki, Helsinki, Finland;
⁶ Academic Centre for Dentistry, Amsterdam, The Netherlands;
⁷ Association for Dental Education, Dublin, Ireland;
⁸ School of Dentistry, University of Birmingham, Birmingham, UK;
⁹ Faculty of Dentistry, Rigis Strøms University, Riga, Latvia;
¹⁰ School of Dentistry, Cardiff University, Cardiff, UK;

Keywords
continuing professional development; continuing dental education; European harmonisation

Correspondence
Alan Bullock
School of Social Sciences
Cardiff University
King Edward VI Avenue
Cardiff CF10 3WT, UK
Tel: +44 (0)29 20870780
fax: +44 (0)29 2087415
e-mail: bullocka@cardiff.ac.uk

Accepted: 2 October 2012
doi:10.1111/ajd.12010

*Article reproduced from Eur J Dent Educ 17 (2013) 482-487

Core Topics

© 2012 John Wiley & Sons AS
See also: [Edu \(Suppl.\) 1 \(2012\) 23-38](#)

23

Consensus on the core dental CPD topics for graduate dentists in the EU

multi-stage consensus process involving:

- Surveys of dental educators and practitioners across Europe and beyond
- SIG discussions - ADEE 2011.

Core Topic Proposal

Four core compulsory CPD topics:

- medical emergencies
- cross-infection control
- the medically compromised patient
- radiation protection (for those taking Xrays, using scanners).

Three core recommended CPD topics:

- health and safety
- pain management
- safeguarding children and vulnerable adults

Guidelines for CPD for Dental Graduates

- Based on the Inventory
- Discussion at SIG
– ADEE 2012

European Journal of Dental Education ISSN 1396-5883

Guidelines for the organisation of continuing professional development activities for the European dentist

K. Suomalainen¹, T. Karaharju-Suvanto¹, S. Bailey², A. Bullock³, J. Cowpe⁴, E. Barnes⁵, H. Thomas⁶, R. Thomas⁶, A. Kavadella⁷, A. Kossioni⁸, H. Kersten⁹, E. Povel⁹, M. Giles⁹, D. Walmsley⁹, U. Soboleva⁹, A. Liepa¹⁰ and I. Akota⁹

¹ Institute of Dentistry, University of Helsinki, Helsinki, Finland,
² Peninsula Medical School, Child Health Group (PenCRU), Exeter, UK,
³ Cardiff University School of Social Sciences, Cardiff, UK,
⁴ Cardiff University School of Postgraduate Medical and Dental Education, Cardiff, UK,
⁵ School of Dentistry, The National and Kapodistrian University of Athens, Athens, Greece,
⁶ Academic Centre for Dentistry, Amsterdam, The Netherlands,
⁷ Association for Dental Education in Europe, Dublin, Ireland,
⁸ Dental School, University of Birmingham, Birmingham, UK,
⁹ Faculty of Dentistry, Riga Stradins University, Riga, Latvia,
¹⁰ Dental School, Cardiff University, Cardiff, UK

Keywords
 continuing education; continuing professional development; dentistry; university; dental school; patient safety; quality control; ECTS.

Correspondence
 Kirrno Suomalainen
 Institute of Dentistry
 University of Helsinki
 P.O. Box 41
 FI-00044 University of Helsinki
 Finland
 Tel: +358 9 19127211
 fax: +358 9 19127519
 e-mail: kirrno.suomalainen@helsinki.fi

Accepted: 30 November 2012
 doi: 10.1111/ejod.12021

Abstract
Aim: Free movement of dental professionals across the European Union calls for more uniform continuing education in dentistry to ensure up-to-date, high-quality patient care and patient safety. This article provides guidelines for the management and delivery of high-quality continuing professional development (CPD) by European dental schools and other CPD providers.
Method: The guidelines are based on an extensive literature inventory, a survey of existing practices (both available as separate publications), discussions during meetings of the Association for Dental Education in Europe in 2011 and 2012 and debate amongst the members of the DentCPD project team representing six dental schools.
Results: On the basis of the literature review, survey and discussions, we recommend that (i) every dentist should be given the opportunity for CPD, (ii) providers should be quality-approved and impartial, (iii) education should be approved, impartial, suitably trained, and with educational expertise, (iv) the mode of CPD delivery should suit the educational activity, with clear learning objectives or outcomes, (v) effort should be made to assess the learning, (vi) participant feedback should be collected and analysed to inform future developments and (vii) uniform use of the pan-European system of learning credit points (ECTS) should be implemented.
Conclusion: Implementation of these guidelines should make dental CPD more transparent to all relevant parties and facilitate the transferability of earned credits across the European Union. It will also enable better quality control within dentistry, resulting in enhanced dental care and ultimately the improvement in patient safety.

Introduction
 Mutual recognition of qualifications and free movement of specified healthcare professionals – including dentists – across the EU are guaranteed by the relevant sections of EU Directive 2005/36/EC on the recognition of professional qualifications (<http://eur-lex.europa.eu/LexUriServ.do?uri=OJ.L2005:255:0022-0142:en:PDF>). This was created to allow free movement of labour between member countries of the EU. In dentistry, freedom of movement raises questions about the

© 2013 John Wiley & Sons Ltd
 for J Dent Educ. © (Sept 1) 2013; 29–37

29

Guidelines for Delivery of competence-based CPD modules

- Discussion at SIG, ADEE 2012
- Used in parallel with core topic exemplar module

European Journal of Dental Education ISSN 1396-5883

The development of an exemplar e-module for the continuing professional development of European dentists

A. E. Kossioni¹, A. Kavarella¹, I. Tzoutzas¹, A. Bakas¹, K. Tsiklakis¹, S. Bailey², A. Bullock³, J. Cowpe⁴, E. Barnes⁴, H. Thomas⁴, R. Thomas⁴, T. Karaharju-Suvanto⁵, K. Suomalainen⁵, H. Kersten⁶, E. Povel⁶, M. Giles⁷, D. Walmisley⁸, A. Soboleva⁹, A. Liepa¹⁰ and I. Akota⁹

¹ The National and Kapodistrian University of Athens, School of Dentistry, Athens, Greece,
² Peninsula Medical School, Child Health Group (PenCHG), (formerly at St) Exeter, UK,
³ Cardiff University School,
⁴ Cardiff University School,
⁵ University of Helsinki, Inst,
⁶ Academic Centre for Den,
⁷ Association for Dental Edu,
⁸ University of Birmingham,
⁹ Faculty of Dentistry, Riga,
¹⁰ Cardiff University, Dent.

Keywords

continuing professional de
e-learning; information tec

Correspondence

Argo Kavarella
Athens Dental School
Thessaloniki 54001
Athens 11527, Greece
Tel: +302 10746 1212
Fax: +302 10746 1189
e-mail: akavarella@dent.uoa.gr

Accepted: 17 January 2013

doi:10.1111/ejod.12029

Introduction

Electronic educational
potential in dental cont

38

European Journal of Dental Education ISSN 1396-5883

Recommendations for the development of e-modules for the continuing professional development of European dentists

A. Kavarella¹, A. E. Kossioni¹, K. Tsiklakis¹, J. Cowpe², A. Bullock³, E. Barnes², S. Bailey⁴, H. Thomas⁴, R. Thomas⁴, T. Karaharju-Suvanto⁵, K. Suomalainen⁵, H. Kersten⁶, E. Povel⁶, M. Giles⁷, D. Walmisley⁸, U. Soboleva⁹, A. Liepa¹⁰ and I. Akota⁹

¹ National and Kapodistrian University of Athens, Athens, Greece,
² School of Postgraduate Medical and Dental Education, Cardiff University, Cardiff, UK,
³ School of Social Sciences, Cardiff University, Cardiff, UK,
⁴ Child Health Group (PenCHG) (formerly at St) Peninsula Medical School, Exeter, UK,
⁵ Institute of Dentistry, University of Helsinki, Helsinki, Finland,
⁶ Academic Centre for Dentistry, Amsterdam, The Netherlands,
⁷ Association for Dental Education in Europe, Dublin, Ireland,
⁸ Dental School, University of Birmingham, Birmingham, UK,
⁹ Faculty of Dentistry, Riga Stradins University, Riga, Latvia,
¹⁰ Dental School, Cardiff University, Cardiff, UK.

Keywords

continuing professional development; dentists; e-learning; e-modules.

Correspondence

Argo Kavarella
Athens Dental School
Thessaloniki 54001
Athens 11527
Greece
Tel: +302 10746 1212
Fax: +302 10746 1189
e-mail: akavarella@dent.uoa.gr

Accepted: 14 February 2013

doi:10.1111/ejod.12039

Abstract

Aims: To provide evidence-based and peer-reviewed recommendations for the development of dental continuing professional development (CPD) learning e-modules.

Methods: The present recommendations are consensus recommendations of the DentCPD project team and were informed by a literature review, consultations from e-learning and IT expert, discussions amongst the participants attending a special interest group during the 2012 ADEE meeting, and feedback from the evaluation procedures of the exemplar e-module (as described in a companion paper within this Supplement). The main focus of these recommendations is on the courses and modules organised and offered by dental schools.

Results and discussion: E-modules for dental CPD, as well as for other health professionals' continuing education, have been implemented and evaluated for a number of years. Research shows that the development of e-modules is a team process, undertaken by academics, subject experts, pedagogists, IT and web designers, learning technologists and librarians. The e-module must have clear learning objectives (outcomes), addressing the learners' individual needs, and must be visually attractive, relevant, interactive, promoting critical thinking and providing feedback. The text, graphics and animations must support the objectives and enable the learning process by creating an attractive, easy to navigate and interactive electronic environment. Technology is usually a concern for learners and tutors; therefore, it must be kept simple and interoperable within different systems and software. The pedagogical and technological proficiency of educators is of paramount importance, yet remains a challenge in many instances.

Conclusions: The development of e-courses and modules for dental CPD is an endeavour undertaken by a group of professionals. It must be underpinned by sound pedagogical and e-learning principles and must incorporate elements for effective visual learning and visual design and a simple, consistent technology.

Core Topic, Exemplar Teaching Module.

- Introduction
- Educational aims & expected outcomes
- Protection measures prior to beginning work
- Hand washing
- Gloves
- Mask and glasses
- Dental clothing & Surface coverings
- Sterilization of dental instruments
- Sterilization of handpieces and burs
- Impressions for the Lab
- Accident and exposure to infected material- Post exposure prophylaxis (PEP)
- Protection measures after ending work

Introduction

Sterilization and cross-infection control is a core compulsory or recommended dental [CPD](#), topic in most European countries.

The e-module available here has been developed by the Dent CPD project to serve as an exemplar module for the continuing education of European dentists.

Users

This e-module is intended for dental professionals, dental hygienists and auxiliary staff working in a dental health care facility.

Reading Instructions

- The menu on the left includes different topics of the sterilization procedures in a dental office/health care centre
- The topics can be read sequentially or in random order
- The frame on right include links to related information
- Users are encouraged to perform the self-assessment quizzes to test their knowledge acquisition
- You can click on the images to enlarge them
- All prevention measures indicated in this module reflect the present scientific data on the subject. They may be amended in the future, according to the future evidence-based scientific data

Related Information

Related sites:

- [FDI](#)
- [CDC](#)
- [Hepnet](#)

Related documents:

- [View documents](#)

Make a copy



www.dentcpd.org



[Home](#) | [Objectives & Outcomes](#) | [Timeline](#) ▾ | [Project Partners](#) | [WorkPackages & Deliverables](#) ▾ | [Project Team Area](#) | [Contact](#)

Welcome to DentCPD

Introduction and Aims

DentCPD is a two year European project entitled '*Harmonisation and standardisation of European Dental Schools programs of continuing professional development for graduate dentists*'. This project aims to identify agreed essential CPD requirements of an EU graduate dentist and provide guidelines for the management and delivery of high quality CPD by European dental schools.

The project, initiated by the Association for Dental Education in Europe - ADEE is co funded by the EU under the Lifelong Learning Programme, Erasmus sub-programme, '*Modernisation of higher education*'. The project which began on October 2010 will end in September 2012.

Project Rationale

Continuing Professional Development (CPD) is essential to the maintenance of dentists' knowledge and skills, underpinning safe clinical practice. In the context of free movement, EU-citizens need assurance that dental practitioners have a license to practice that meets EU-standards. There is a need for harmonisation of CPD across the EU, supporting the safe management of patients and promoting mobility of practitioners. Currently, dental CPD is provided by a range of bodies and the quality of courses is variable and unregulated. EU Dental schools have a strategic role to play and this innovative CPD project, which is the first of its kind in the global educational arena, will support the modernisation of their role in postgraduate education.



Presentations

- **Task Group F2F meetings**
 - Cardiff, January 2011
 - Athens, January 2012
- **Task Group and SIGs**
 - Antalya – ADEE 2011
 - Lyon – ADEE 2012
- **European/South American Dental Postgraduate Conference**
 - Rio, 2011
- **IADR**
 - San Diego 2011
 - Iguassu Falls 2012

Accreditation/recognition of CPD

- limited responses - accreditation criteria description
- lack of clarity on the issue of accreditation
- degree of confusion about the criteria used when accrediting CPD activity.
- lack of clarity over how CPD activity is measured
 - in terms of hours of activity or credits for an activity.

Issues identified for further investigation

- Process for accreditation and quality assurance of CPD activities
- Development and utilisation of a uniform pan-European system of learning credit points
- Evaluation of learning outcomes and application of acquired skills
 - do CPD activities improve the everyday clinical practice?

There can be new horizons every day

flexibility

enthusiasm

staying power

motivation

enjoyment



frustration

satisfaction

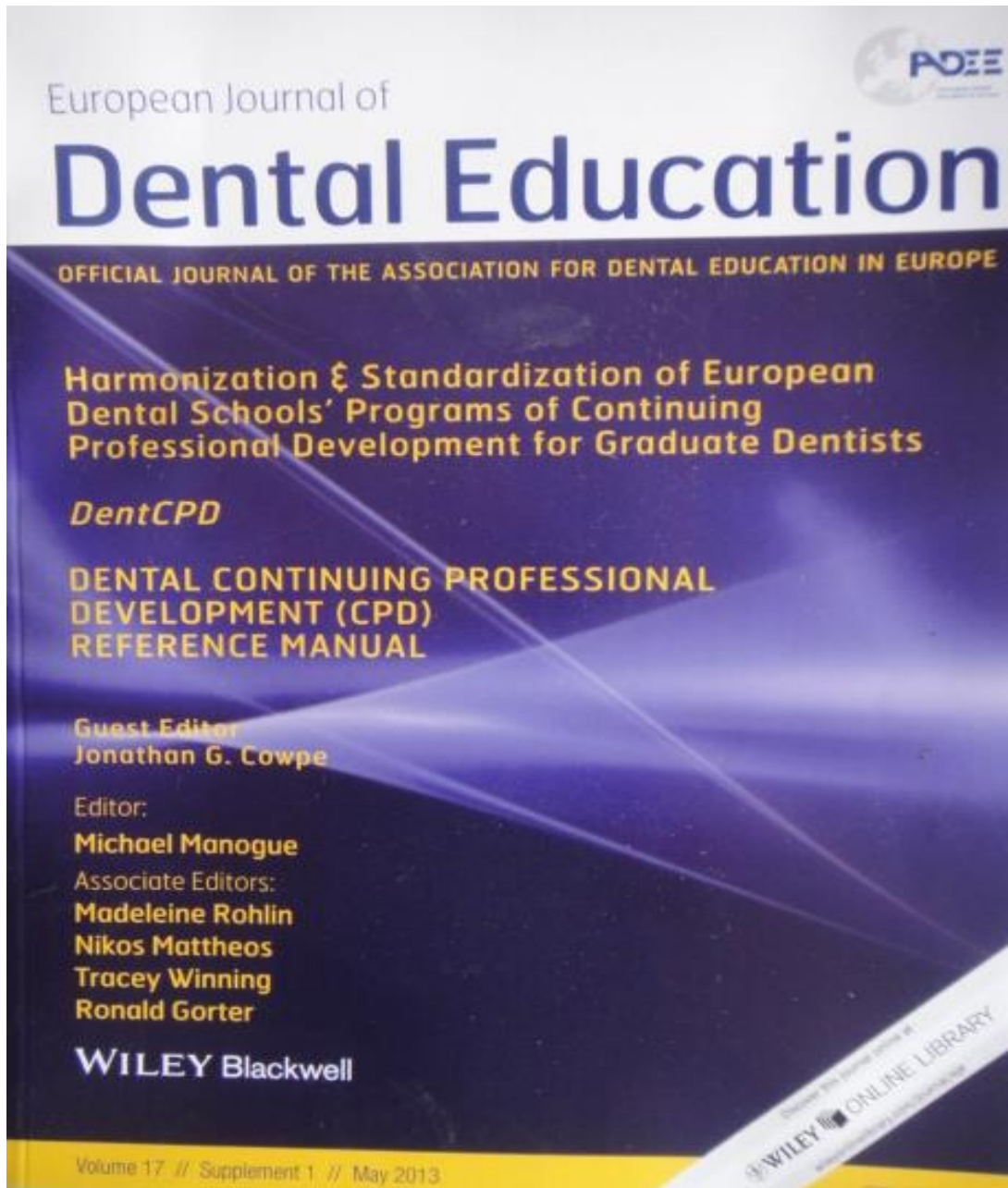


Education, Audiovisual and Culture Executive Agency Lifelong Learning: Erasmus

WWW.DentCPD.org

PROJECT NUMBER – 509961-LLP-1-2010-1-UK-ERASMUS-EMHE
AGREEMENT NUMBER - 2010 - 3317 / 001 - 001

£300K – 2 years duration



Education and Culture DG

Lifelong Learning Programme

DentCPD
★ ★ ★ ★ ★ ★ ★ ★ ★ ★

<http://onlinelibrary.wiley.com/doi/10.1111/ej.e.2013.17.issue-s1/issuetoc>