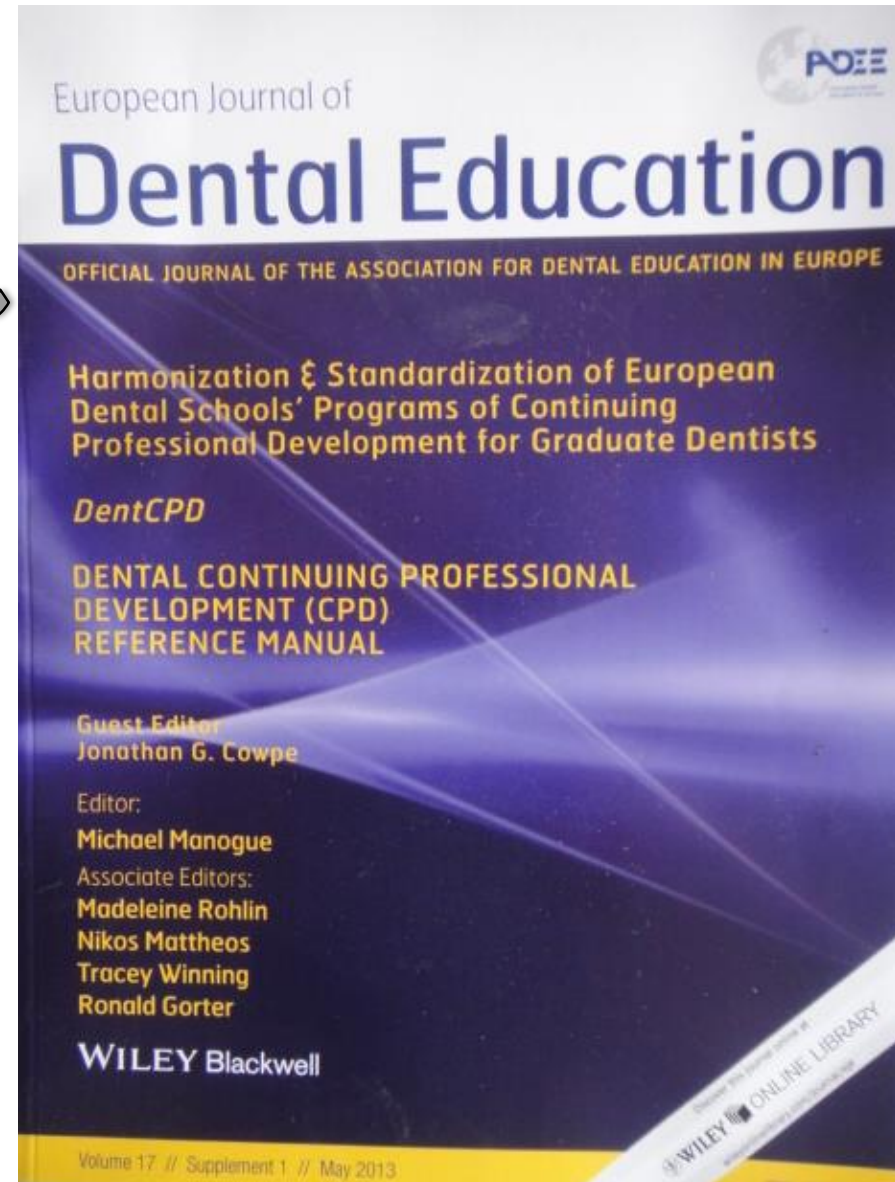


ADEE 2013

DentCPD - the project

Professor Jonathan Cowpe  
Wales Deanery  
Cardiff University



# **Life Long Learning SIG Programme ADEE 2013**

- **Introduction to the DentCPD Reference Manual**
  - Supplement to European Journal of Dental Education
- **Group discussions**
  - Quality Assurance of Dental CPD activities - impact on clinical practice
  - Accreditation of dental CPD activities - place in revalidation
- **Sustaining the DentCPD project and SIG on Life Long Learning**

# Dent CPD – The Team

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**Nation**

Argyro

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Terhi K

**Acader**

Henk K

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

ands

**Rīga Stradiņš University,**

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# Europe – CPD?



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

# *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.

# *Dent CPD* - Impact

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



European Journal of Dental Education ISSN 1396-5883

## A review of continuing professional development for dentists in Europe\*

E. Barnes<sup>1</sup>, A. D. Bullock<sup>2</sup>, S. E. R. Bailey<sup>3</sup>, J. G. Cowpe<sup>4</sup> and T. Karaharju-Suavanto<sup>5</sup>

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**Keywords**  
continuing professional development; continuing education; dentistry

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### 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 and its value for patient care.

Although rules about the required CPD vary across the European Union, evidence of a worldwide trend has been reported (11-21). 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.

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Eur J Dent Educ (Suppl.) 16(1):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. Bullock<sup>1</sup>, S. Bailey<sup>2</sup>, J. Cowpe<sup>3</sup>, E. Barnes<sup>4</sup>, H. Thomas<sup>5</sup>, R. Thomas<sup>6</sup>, S. Phillips<sup>7</sup>, S. Kavvella<sup>8</sup>, A. Kossioni<sup>9</sup>, T. Karaharju-Suavanto<sup>10</sup>, K. Suomalainen<sup>11</sup>, H. Kersten<sup>12</sup>, E. Pover<sup>13</sup>, M. Giles<sup>14</sup>, A. D. Walsley<sup>15</sup>, U. Soboleva<sup>16</sup>, A. Liepa<sup>17</sup> and I. Akota<sup>18</sup>

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**Keywords**  
continuing professional development; continuing dental education; European harmonisation

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doi:10.1111/j.1800-0579.2012.02074.x

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### 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, 18

**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.

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

S. Bailey<sup>1</sup>, A. Bullock<sup>2</sup>, J. Cowpe<sup>3</sup>, E. Barnes<sup>4</sup>, H. Thomas<sup>5</sup>, R. Thomas<sup>6</sup>, A. Kavvella<sup>8</sup>, A. Kossioni<sup>9</sup>, T. Karaharju-Suavanto<sup>10</sup>, K. Suomalainen<sup>11</sup>, H. Kersten<sup>12</sup>, E. Pover<sup>13</sup>, M. Giles<sup>14</sup>, A. D. Walsley<sup>15</sup>, U. Soboleva<sup>16</sup>, A. Liepa<sup>17</sup> and I. Akota<sup>18</sup>

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# Inventory 3 publications

# Survey

# Core Topics

European Journal of Dental Education ISSN 1396-5883

### Abstract

**Introduction:** In the context of free movement, EU-citizens need assurance that dental practitioners providing their care have a degree of competence to practice that meets EU-standards and that they maintain their knowledge and skills through ongoing education.

**Aim:** One aim of the 'DentCPD' project (http://www.dentcpd.org/ www.dentcpd.org) was to identify and agree essential CPD requirements for EU dentists. This paper reports the consensus process and outcomes.

**Methods:** Agreement on core components of CPD was achieved through a three stage process: an online survey of dental educators (n = 143) views on compulsory topics a paper-based questionnaire to practitioners (n = 411); leading to a proposal discussed at the Association for Dental Education (ADFE) 2011 Lifelong Learning special interest group (SIG).

**Results:** From the online survey and practitioner questionnaire, high levels of agreement were achieved for medical emergencies (99%), infection control (79%) and the medically compromised patient (71%). The SIG (34 attendees from 16 countries) concluded that three core CPD topics plus radiation protection should be core-compulsory and three CPD topics should be core-recommended (health and safety, pain management, and safeguarding children & vulnerable adults). They also agreed that the teaching of all topics should be underpinned by evidence-based dentistry.

**Conclusion:** Building four core topics into CPD requirements and making quality-approved education and training available will ensure that all dentists have up-to-date knowledge and skills in topic areas of direct relevance to patient safety. In turn, this will contribute to patients having access to comparably high standards of oral health care across Europe.

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# 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**

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

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**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

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# 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

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

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### Keywords

continuing professional development; e-learning; information technology

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### Keywords

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

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### 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 research, 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.

### Introduction

Electronic educational potential in dental continuing professional development

## 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 everyday clinical practice?

## 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.

**CPD Accreditation**  
**Q5: For each organisation, please indicate which activities it is engaged in.**

<b>CPD providing organisation</b>	<b>Provides CPD (n*)</b>	<b>Accredited to offer CPD points (n*)</b>	<b>Accredits providers (n*)</b>
University dental school	28	16	0
Professional dental association	26	18	8
Scientific dental society	26	13	1
Commercial company	21	3	0
Private education org	20	8	0
Dental postgraduate organisation	17	11	0
National regulatory body	10	7	9
State organisation	8	2	6

\* Number of countries naming the organisation as engaging in each activity.



# Quality Assurance of Dental CPD

SIG - ADEE 2013

- **How assured or concerned are you about the adequacy of the QA of dental CPD?**
- **What suggestions do you have about how the quality of CPD in dentistry can be adequately quality assured?**

# CPD Accreditation ??

SIG - ADEE 2013

- In your country - is CPD officially recognised/accredited?
- How is this recognised?
  - official certification?
- Who provides this accreditation?
  - **Regulator** - the bodies/institutions recognised in that particular country as the appropriate body– who puts dentists on the dentists register
  - **Dept. of health or education,**
  - **Professional Dental Associations**
  - **Other Organisation ??**
- How is the period of learning recorded - hours? Credits?
  - How do hours relate to credits?

# Group Discussions

## Quality Assurance of Dental CPD

- **How assured or concerned are you about the adequacy of the QA of dental CPD?**
- **What suggestions do you have about how the quality of CPD in dentistry can be adequately quality assured?**

## CPD Accreditation ??

- **Is CPD officially recognised/accredited?**
- **How is this recognised?**
  - official certification?
- **Who provides this accreditation?**
- **How is the period of learning recorded - hours? Credits?**

## Description of criteria for successful accreditation ?

- **A certificate** (or other type of documentary proof) that proves that the
  - individual took part in the activity must be provided.
  - should document the number of hours spent by the individual on the activity.
- The activity must have '**concise educational aims and objectives**'.
- The activity must have '**clear anticipated outcomes**'.
- The activity must have '**quality controls**'
  - usually includes the opportunity for participants to give feedback, with a view to improving quality.
- **What else?**
- **Assessment??**

DentCPD website

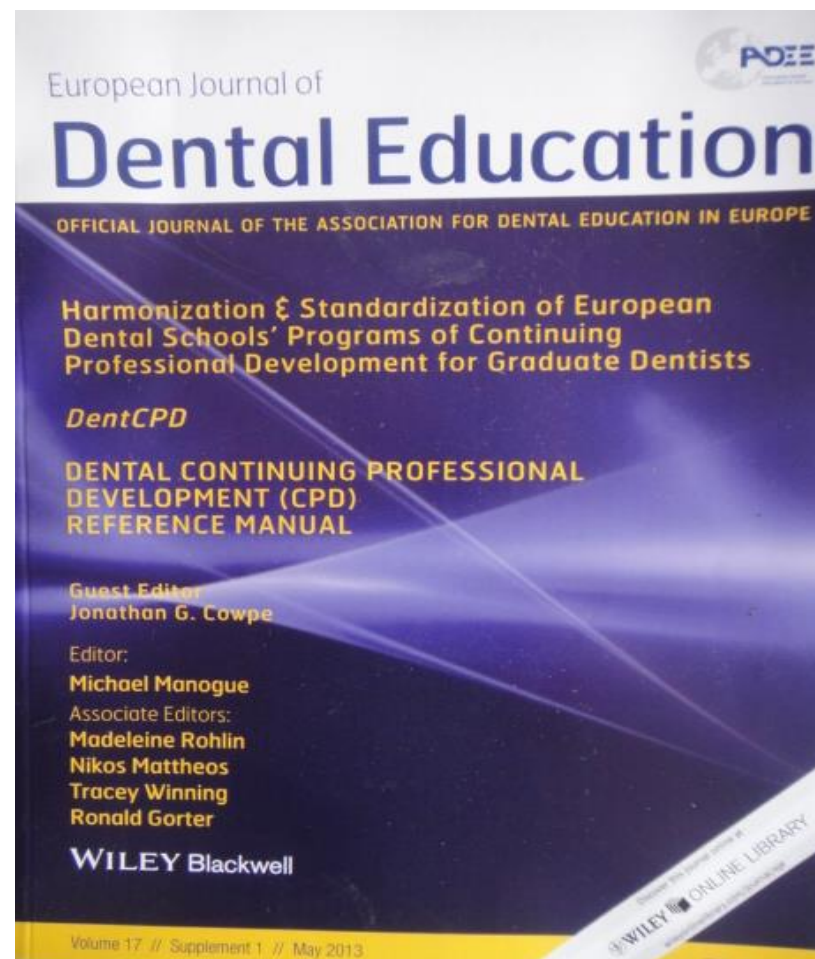
[www.dentcpd.org](http://www.dentcpd.org)

DentCPD Reference Manual

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



The screenshot shows the DentCPD website homepage. At the top left is the DentCPD logo with five stars below it. To the right is the European Union flag and the text 'Education and Culture DG Lifelong Learning Programme'. Below the logo is a navigation menu with links: Home, Objectives & Outcomes, Timeline, Project Partners, WorkPackages & Deliverables, Project Team Area, and Contact. The main heading is 'Welcome to DentCPD'. There are two main content boxes: 'Introduction and Aims' and 'Project Rationale'. The 'Introduction and Aims' box contains text about the project's goals and funding. The 'Project Rationale' box explains the importance of CPD for dentists. At the bottom, there are logos for partner institutions: Cardiff University, Prifysgol Caerdydd, National and Kapodistrian University of Athens, University of Helsinki, ACTA, Rigas Stradina Universitate, and ADEE (Association for Dental Education in Europe). The footer text reads 'Designed and hosted by Canterbury Web Services Limited © 2011-2012'.



The image shows the cover of the 'DentCPD Reference Manual'. At the top, it says 'European Journal of Dental Education' with the ADEE logo. Below that, it states 'OFFICIAL JOURNAL OF THE ASSOCIATION FOR DENTAL EDUCATION IN EUROPE'. The main title is 'Dental Education'. The subtitle is 'Harmonization & Standardization of European Dental Schools' Programs of Continuing Professional Development for Graduate Dentists'. Below this is 'DentCPD' and 'DENTAL CONTINUING PROFESSIONAL DEVELOPMENT (CPD) REFERENCE MANUAL'. The Guest Editor is Jonathan G. Cowpe. The Editor is Michael Manogue. Associate Editors are Madeleine Rohlin, Nikos Mattheos, Tracey Winning, and Ronald Gorter. The publisher is WILEY Blackwell. At the bottom, it says 'Volume 17 // Supplement 1 // May 2013'. There is also a logo for 'WILEY ONLINE LIBRARY'.