

# **Draft Guidelines for Dental Continuing Professional Development in Europe**



# Guidelines

- Includes suggestions for organizing and monitoring professional development
- The recommendations aim
  - to facilitate further convergence within the dental profession
  - to ensure that patients receive appropriate standards of oral healthcare within Europe
  - to promote recognition across country boundaries
- The aim is **not** to set the regulations for Dental CPD in individual member countries in Europe.



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# Guidelines

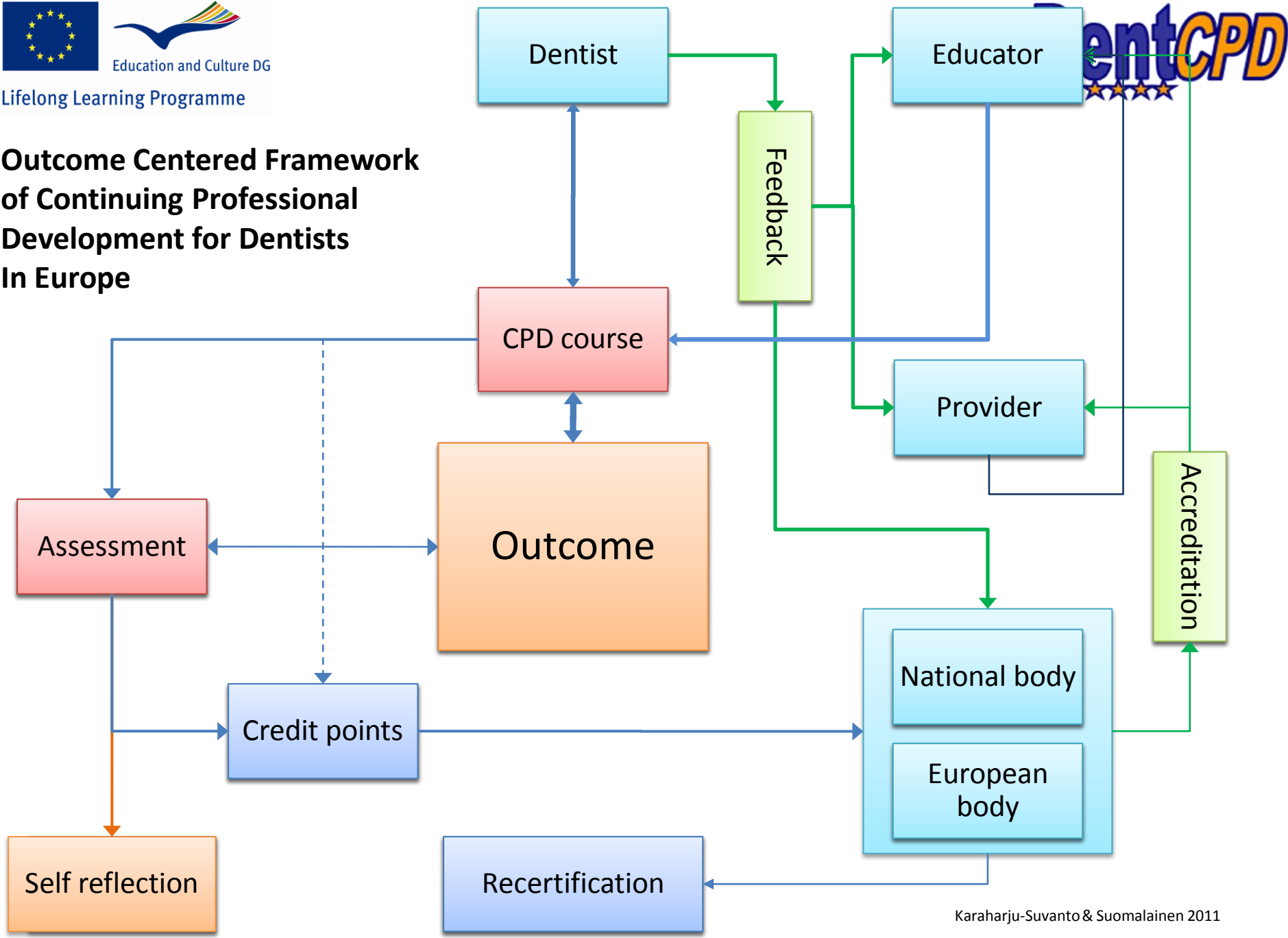
- **Main focus** is on CPD courses and programmes which may consist of
  - face-to-face lectures, small group activities, hands-on courses, on-line courses conducted using mixed or blended approaches, also including associated reading.
- We have **excluded**
  - **specialist training programmes**
  - **doctorate** or
  - **other postgraduate university degree in dentistry**

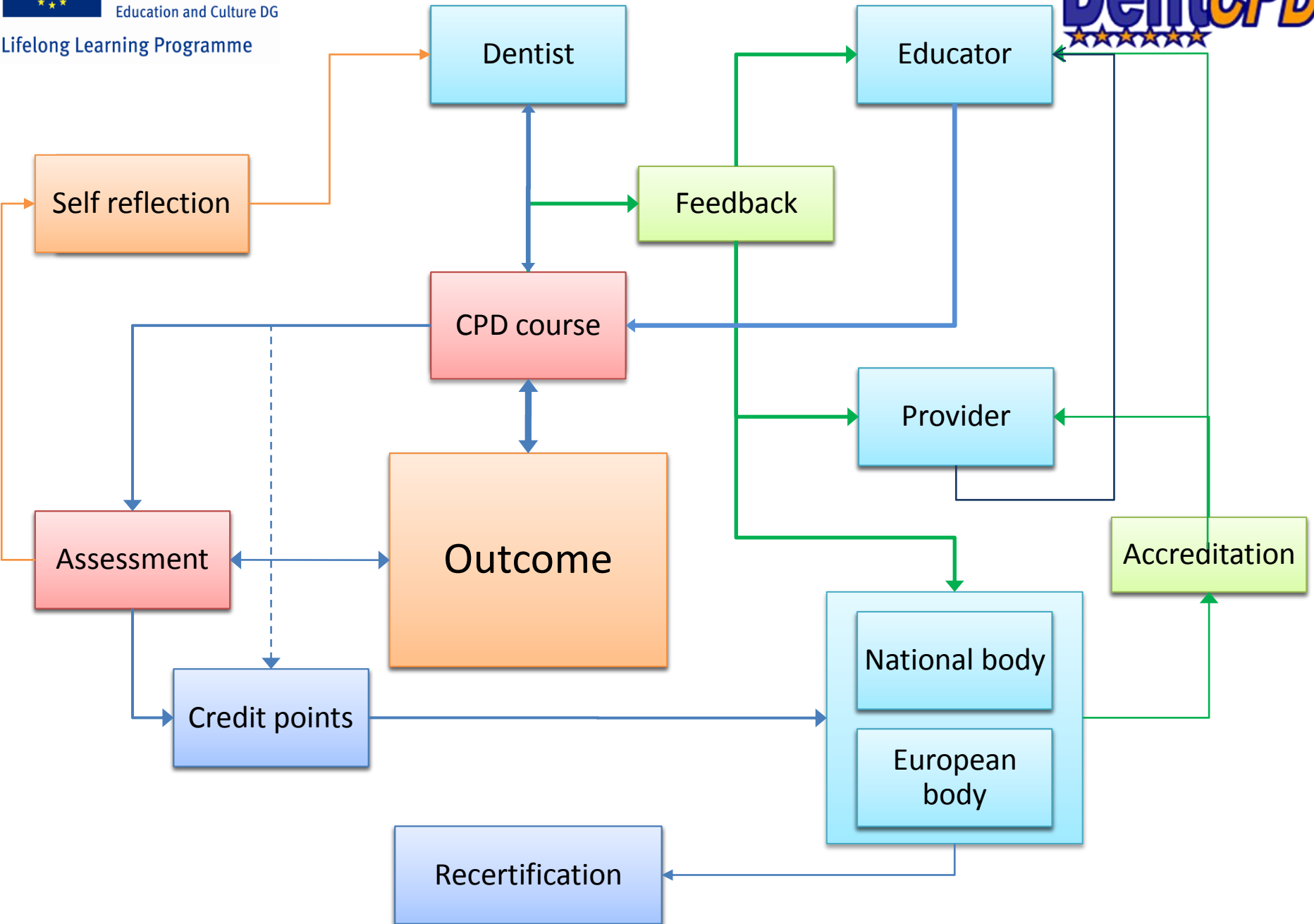
# Guidelines

Based on

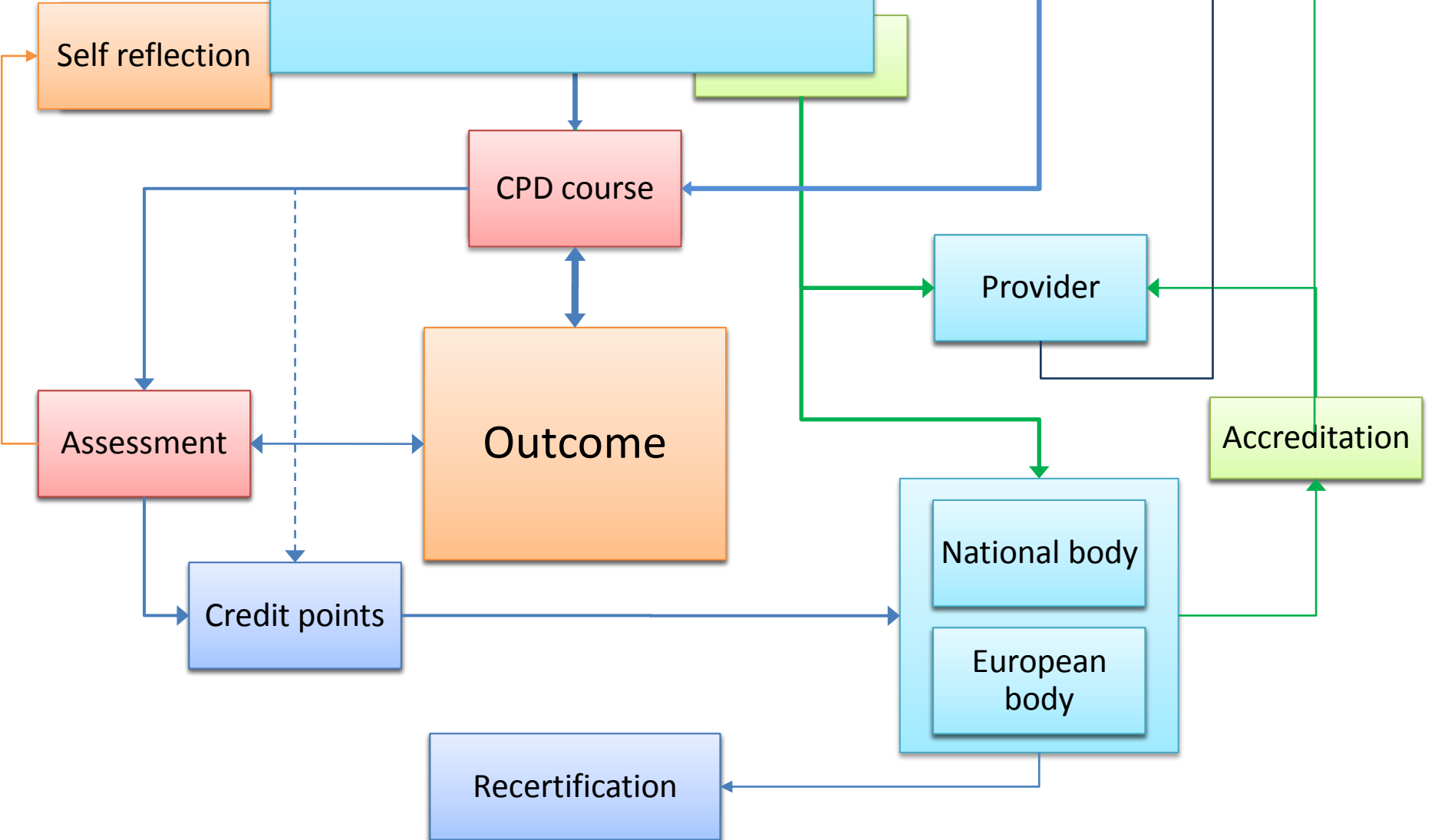
- extensive literature and internet search
- survey of CPD activity and related topics carried out with stakeholders in the EU (and beyond)

# Outcome Centered Framework of Continuing Professional Development for Dentists In Europe





# Dentist



# Who is entitled to participate in Dental CPD?

## The European dentist

- is a lifelong learner
- strives constantly to improve skills and broaden knowledge for the benefit of their patients
- is responsible for
  - constant internal quality monitoring and
  - to set the criteria for the highest quality of patient care, according to the current evidence base



# Who is entitled to participate in Dental CPD?

Every dentist should **actively** seek for

- up-to-date knowledge
- understanding
- skills improvement

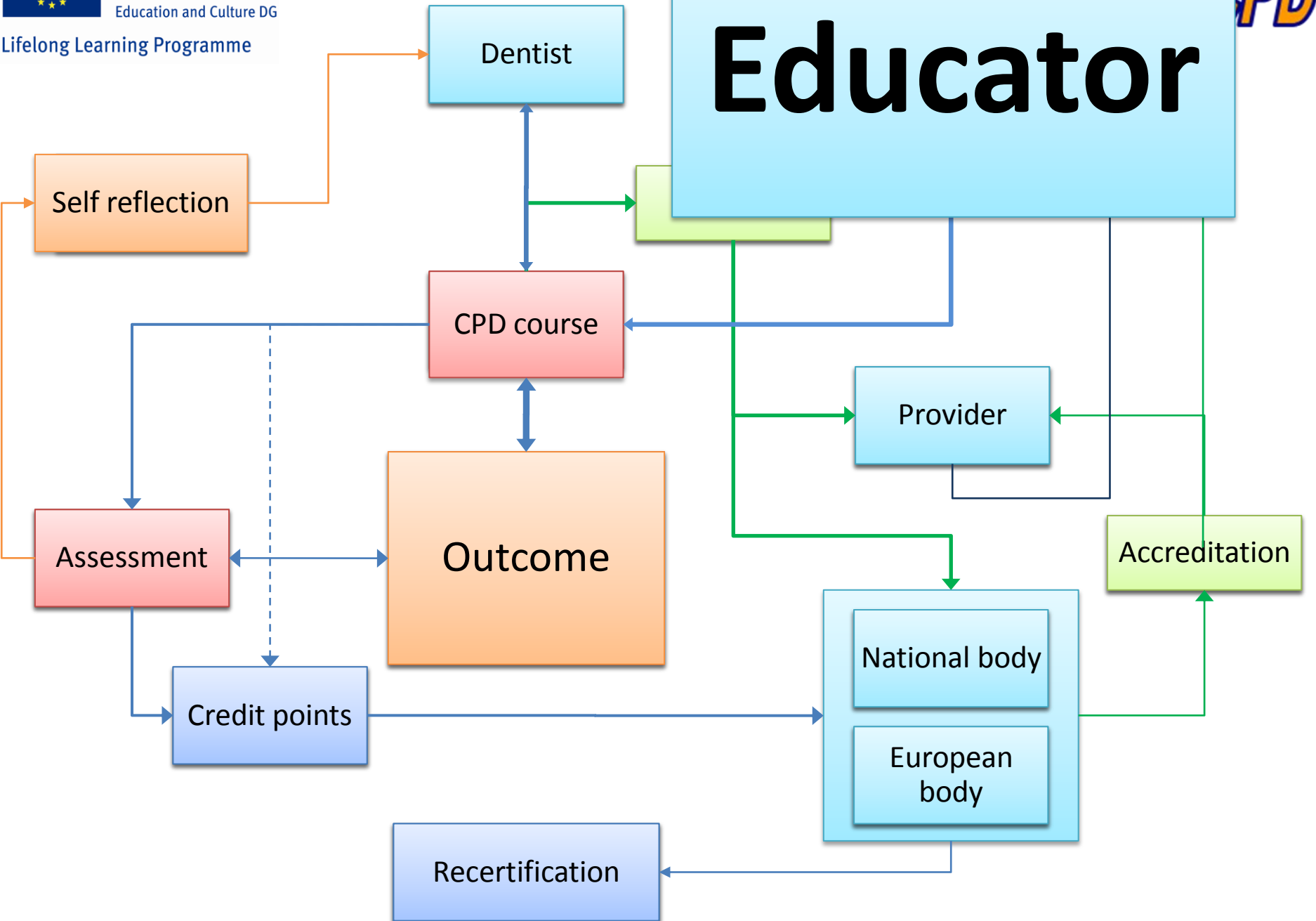
Opportunities to achieve this aspiration should be made readily available for all dentists.



# Who is entitled to provide Dental CPD?

- Pre-requisites for the providers:
  - impartiality
  - continuous and transparent quality monitoring of the education provided
  - an appropriate feedback system
- An officially recognized body monitoring the motives and quality of the provider organizations
  - National or European
- Uniform internationally recognized criteria for the accreditation of providers are desirable.

# Educator



# Who is entitled to act as an educator?

- Recognized university faculty members
- Other dental professionals, provided they possess
  - the up-to-date evidence based professional and pedagogical knowledge
  - experience for delivering or conducting **high quality** courses or activities in support of continuing education
- We recommend that the educators seek pedagogical proficiency in adult education.

# Who is entitled to act as an educator?

We recommend that

the body/institution responsible for approval/accreditation of the educators and the providers of CPD, should satisfy themselves that the **educators/providers demonstrate sufficient pedagogic skills** and when applicable, also enforce and direct them to undertake pedagogic courses.



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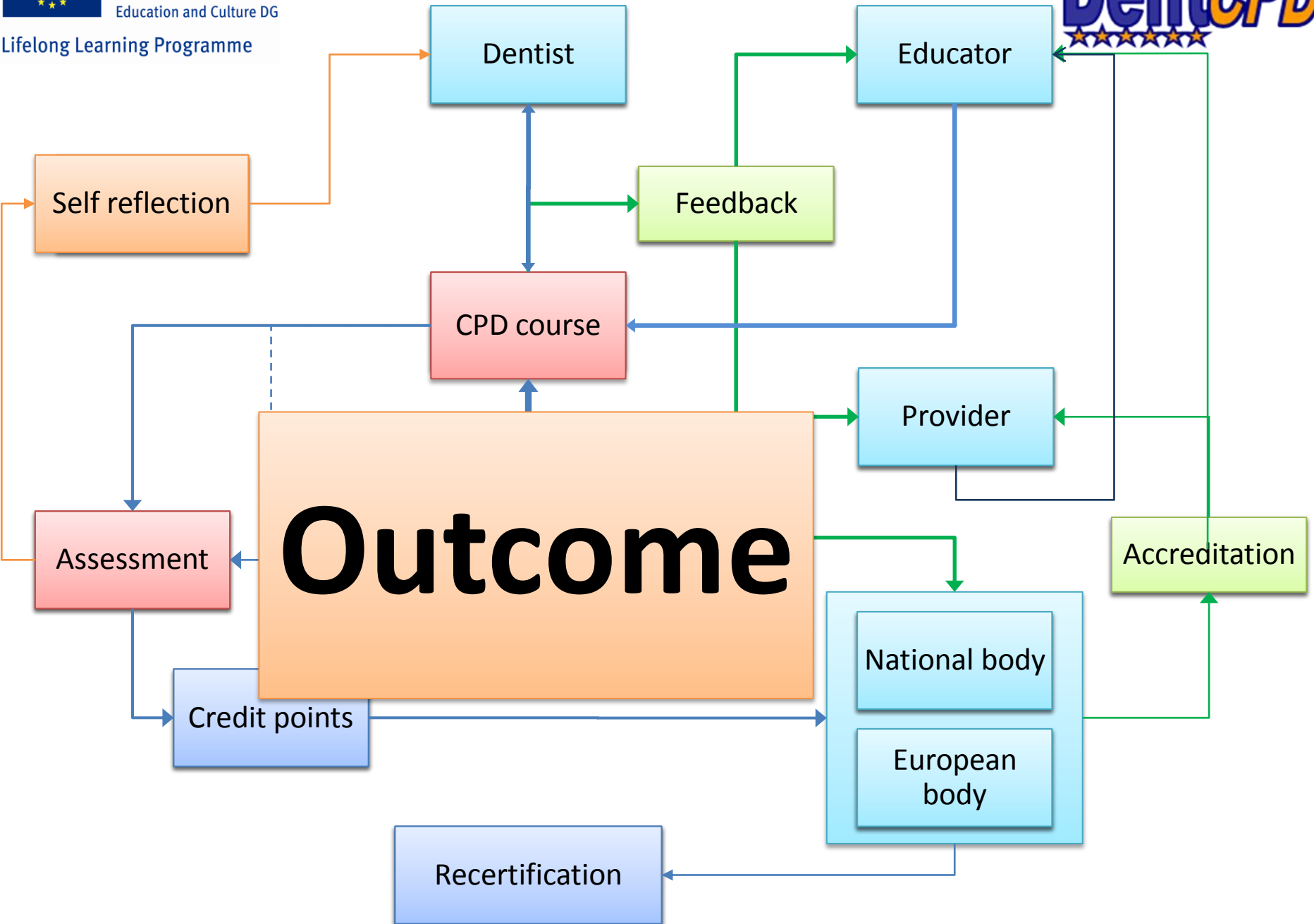
# For discussion

**Case:** Novel equipment appears on the market.

Who should be the provider for the education?

- The manufacturer of the equipment knows its characteristics and capacity.
- The dentist is able to judge its suitability and value for dental treatment in comparison to the gold standard.

What is technical instruction, what is sales promotion, what is continuing education?





# Outcome

An appropriate alteration in a prevailing practice when recognized new evidence calls for it.

To achieve this alteration, the activity/course must

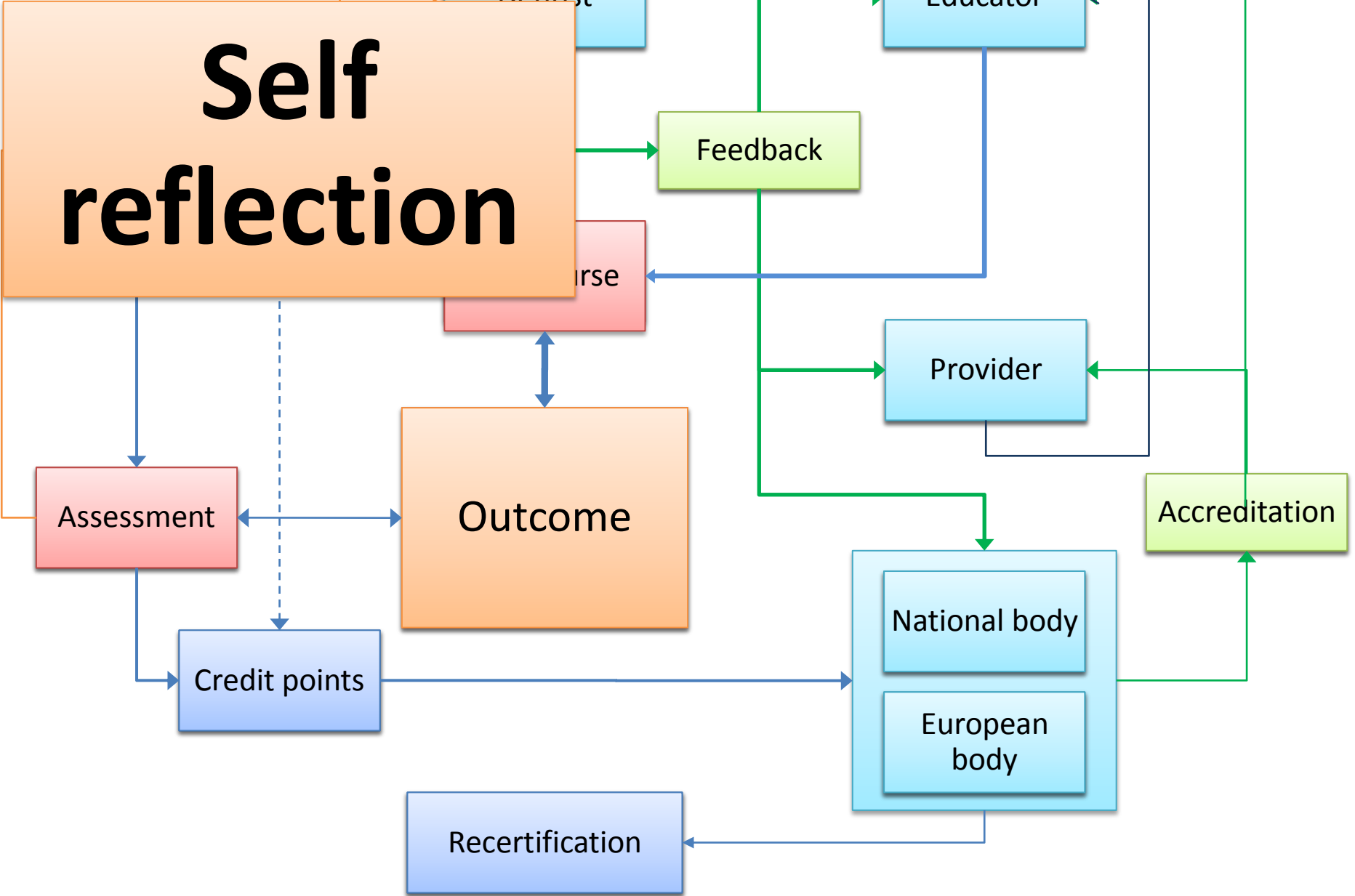
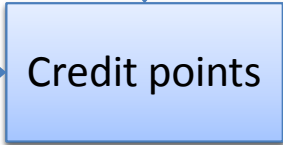
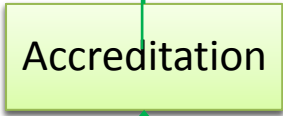
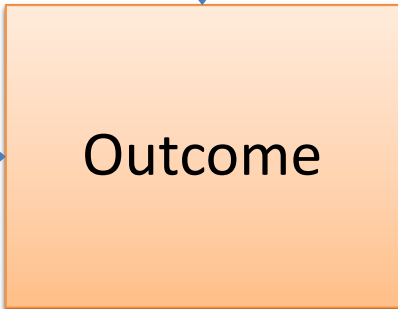
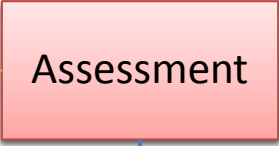
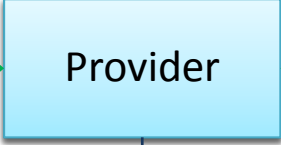
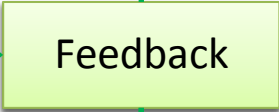
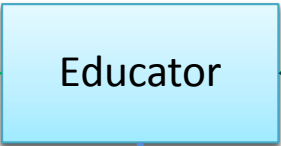
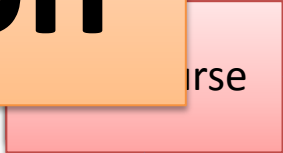
- give a sufficient **reason and means to motivate the dentist** to execute the necessary changes in their practice.
- discuss how barriers to implementation may be overcome.



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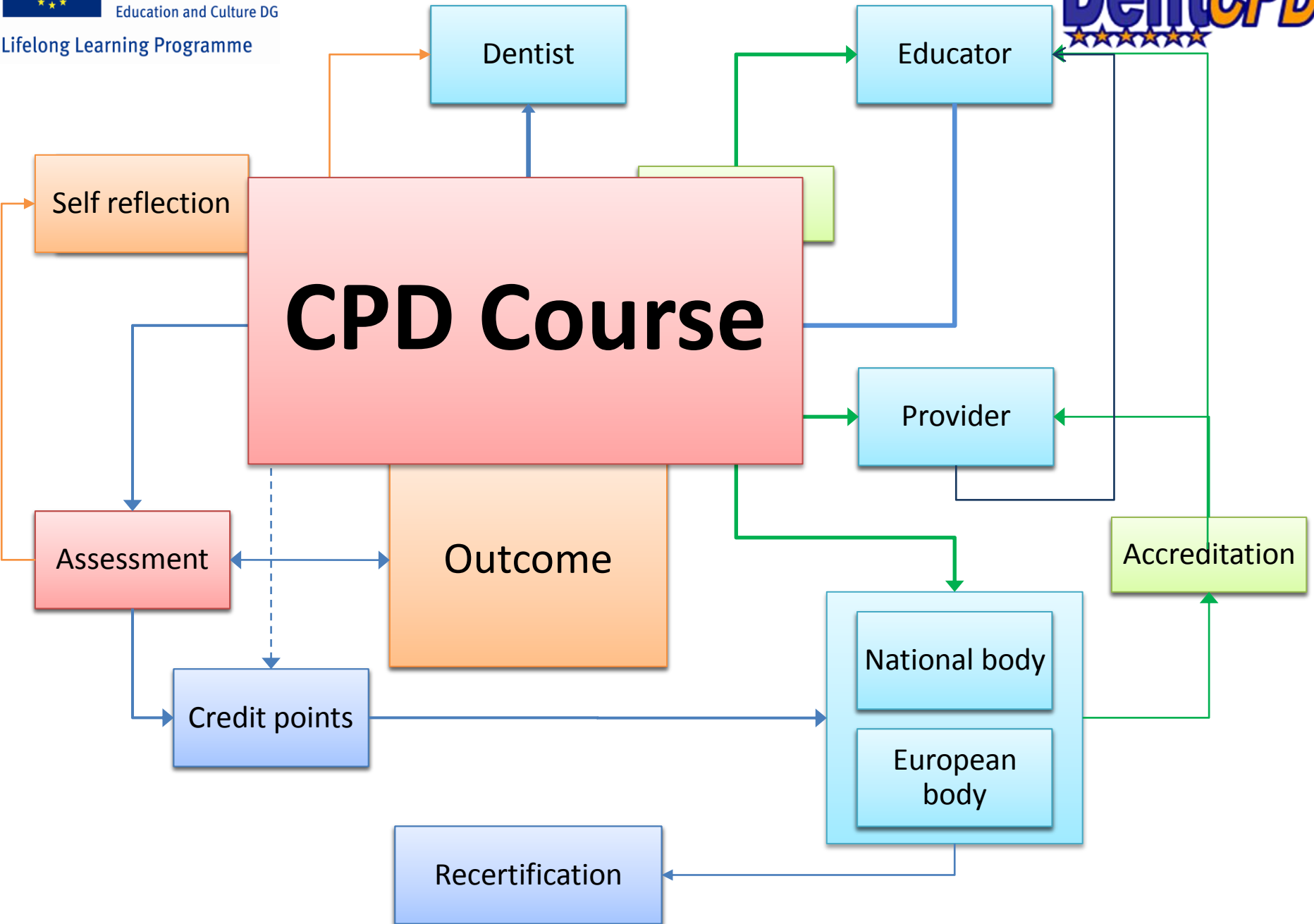


# Reflection

The dentists are reflective practitioners who

- reflect on their learning needs
- reflect on what they have learnt and how that impacts on their clinical practice.

Reflection should be part of their philosophy of a continuum of education and training throughout their career.





# Structure of the CPD activities

- It is not our aim to dictate any particular structure for a course/activity over another.
- Modern information technology offers many possibilities for delivering courses/activities, some of which are suitable for Dental CPD.
- We recognize that traditional face-to-face lectures and hands on courses form the basis of Dental CPD delivery.

**Dental CPD should facilitate learning.**

Learning objectives, learning activities and assessment tasks should all be aligned.



# Structure of the CPD activities

## *Continuity*

- Providers should coordinate individual CPD courses into **learning programmes** which enable participants to build on their learning across a series of courses or modules.
- The overall aim for the structure of Dental CPD should be that the **individual course/activity** forms **part of a learning plan**.
- In order to match the learning outcomes of the individual activities, all educators involved should be aware of the **aims and outcomes** of the learning plan.



# Structure of the CPD activities

## ***Multiprofessional CPD for the whole dental team***

- To strengthen shared goals and intensify the implementation of novel techniques and ways of working within dentistry, the Dental CPD courses/activities should be, when applicable, designed to fulfill the needs of the whole dental team.



# Structure



## of the CPD activities

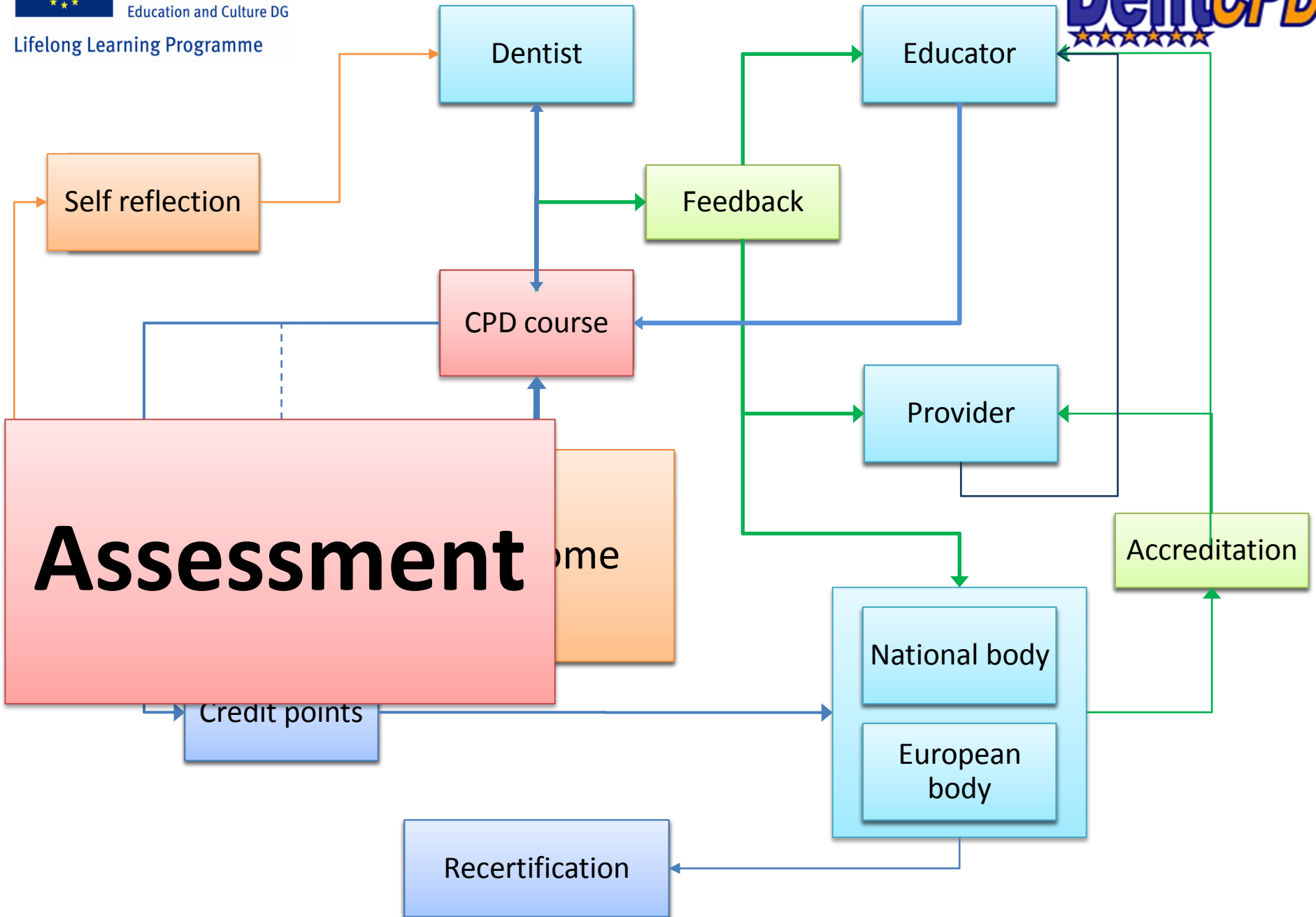
### *Learning objectives*

- All individual CPD courses/activities should have **clearly defined learning objectives**. The objectives should be **provided in advance** in the description of the course/activity to allow the participants to undertake comprehensive planning of their continuing education.

### *Learning material*

- Learning material **should be available** for all Dental CPD activities, either in print or in electronic form, **prior to the course**.







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# Assessment of learning

## and the application of learning

- All Dental CPD activities should include an assessment of the learning outcome.
- The assessment should be appropriately mapped with the learning objectives.
- Ideally, assessment is needed to ensure that the **participants have adopted the substantive learning outcomes** of the course/activity, but this may be difficult to achieve. It is more likely to be achieved through direct observation and peer review.



# Assessment of learning

# and the application of learning

The **methods** used for assessment may include

- self reflection
- multiple choice questions
- written essays or short answers
- computer based interactive systems (voting machine)
- the submission of case reports based on practice, etc.

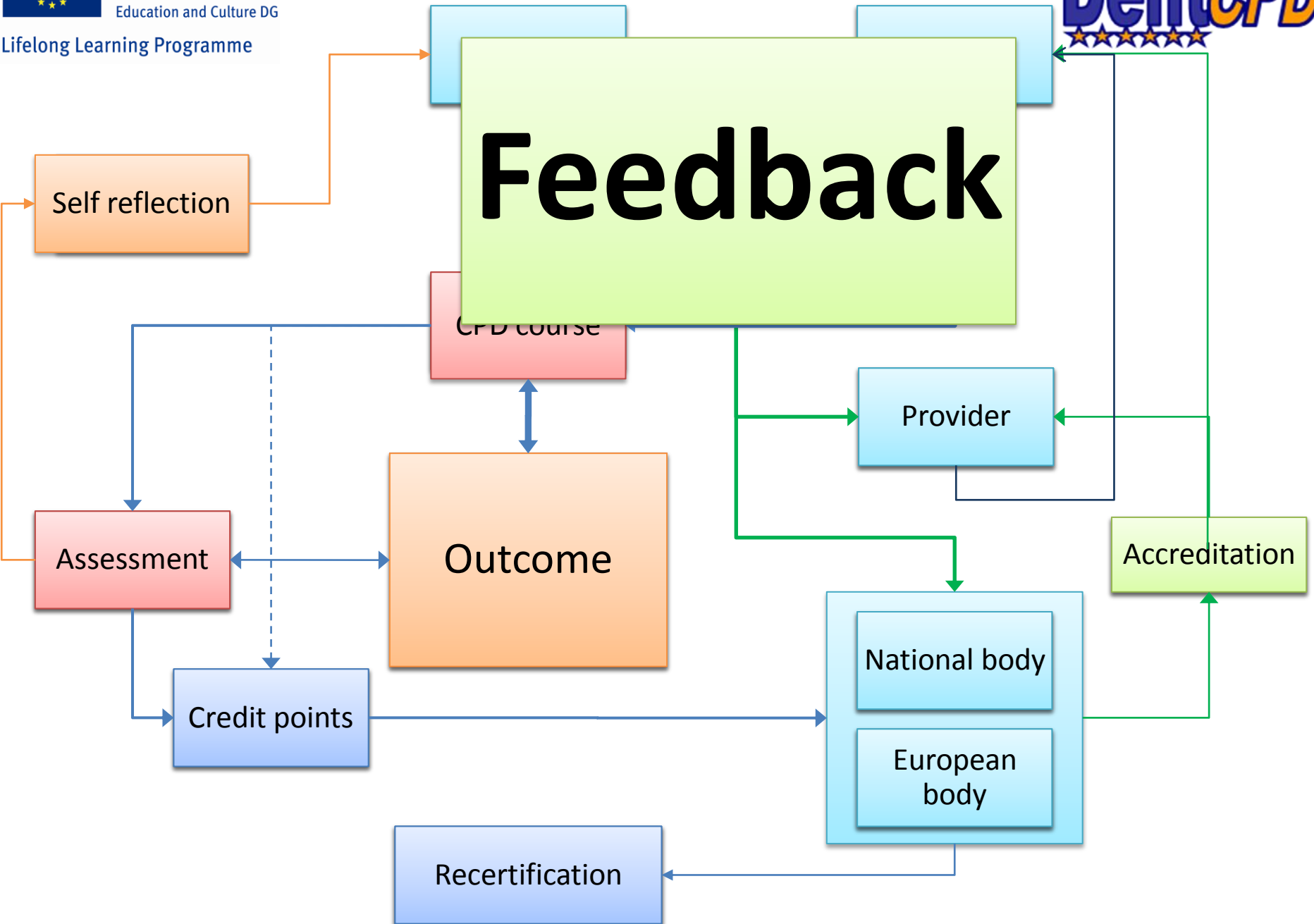
The assessment method should be chosen according to the learning objectives and content of the CPD course/activity, and the relative importance of the subject in respect to patient safety.

# For discussion

How would you assess the following courses?

- a) Course on improving interpersonal skills with patients.
- b) Practical course on how to maintain vital functions in emergencies.
- c) Theoretical course on treating a patient with suspected anaphylactic reaction.
- d) Course on tooth whitening.

# Feedback





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# Feedback

- All Dental CPD activities should include collection of feedback from participants.
- The feedback should be
  - provided to both the educators and the providers.
  - collected as a pre-requisite for receiving a certificate of attendance.



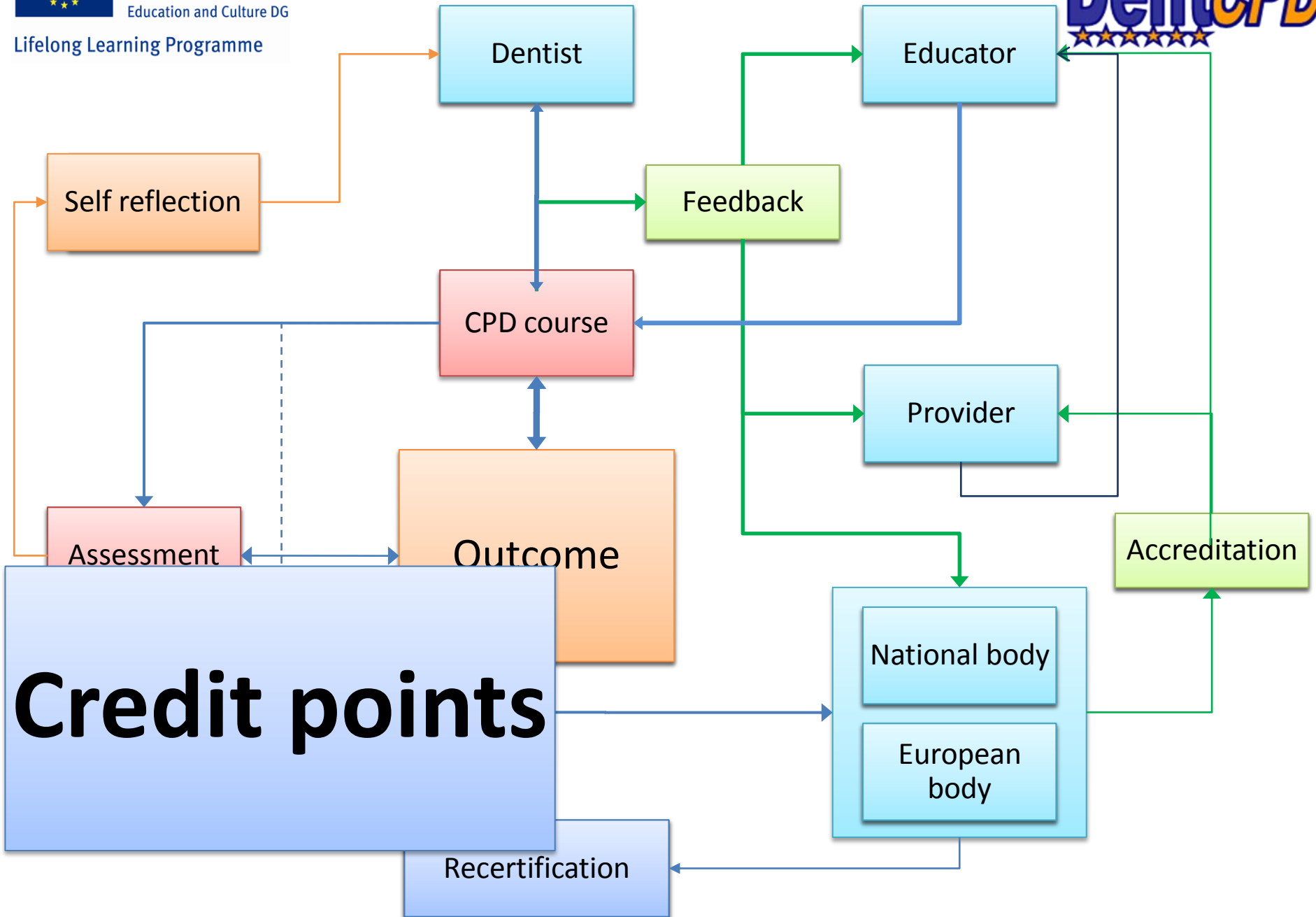
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# Feedback

- The feedback should be analyzed carefully.
- The result of the analysis should be made **public** and used accordingly **to improve** the CPD course/activity.
- It is recommended that the collection of feedback be performed using computerized systems to facilitate the statistical **evaluation** of the Dental CPD course/activity as an entity, which should in turn contribute to better **quality control**.







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# Credit points

- To ensure **uniformity in the recognition and approval** of Dental CPD in Europe, the use of **uniform, transparent, transferable, pan-European credits** is recommended.
- The content of a credit point must be clearly defined, for example by applying the **European Credit Transfer and Accumulation System**.  
Some form of verification of learning (assessment) prior to granting a credit point is recommended.



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# Credit points

## European Credit Transfer and Accumulation System (ECTS)

“ ECTS makes teaching and learning in higher education more transparent across Europe and facilitates the recognition of all studies.

**The system allows for the transfer of learning experiences between different institutions,** greater student mobility and more flexible routes to gain degrees. It also aids curriculum design and quality assurance. ”

# Credit points

## European Credit Transfer and Accumulation System (ECTS)

ECTS and lifelong learning

In: ECTS Users' Guide, p. 23

Office for Official Publications of the European Communities, 2009

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doi: 10.2766/88064

[http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf)

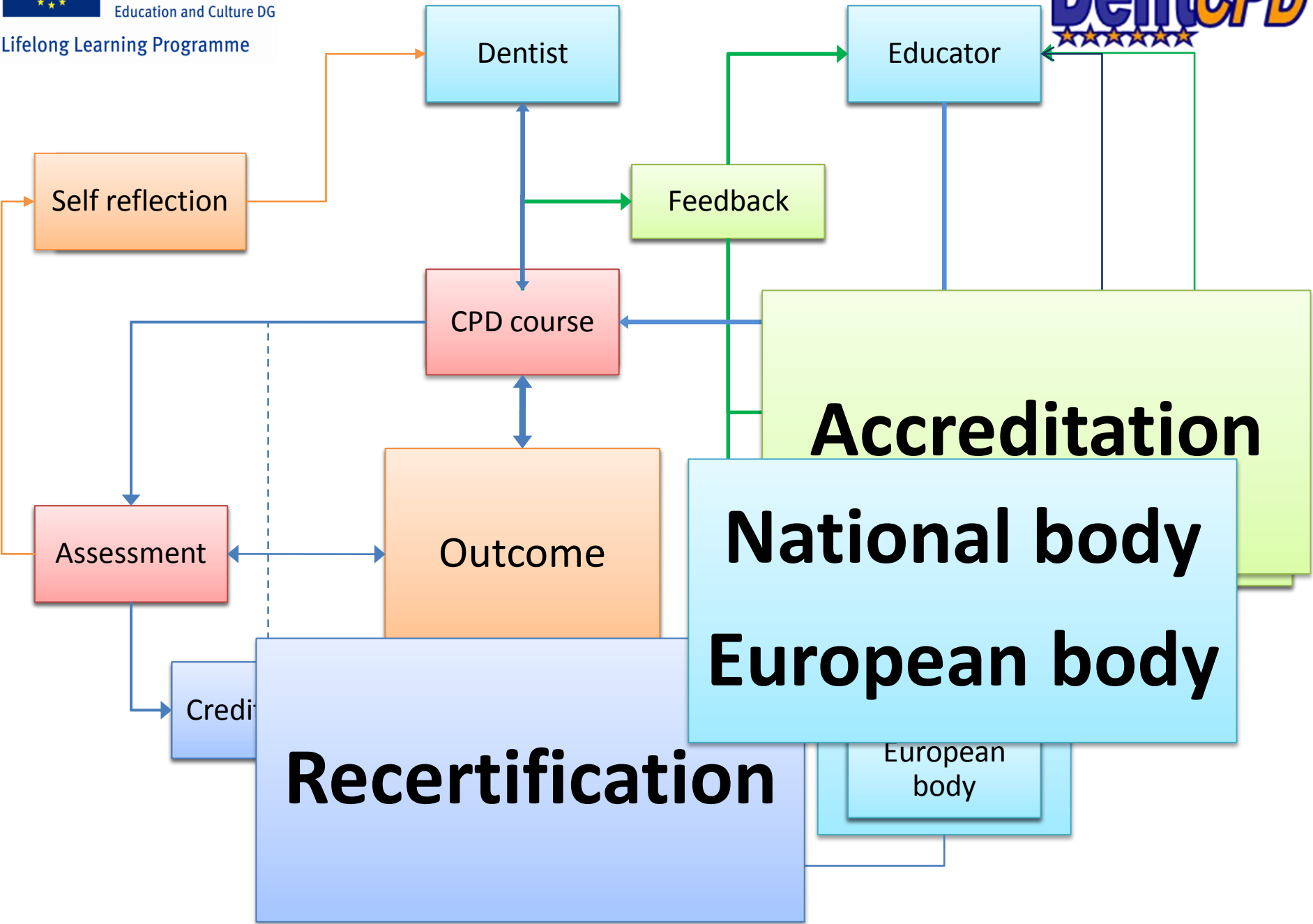


Overview of national regulations on the number of learning hours per academic year



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Country	Hours range/ academic year	Hours range/ credit
Finland	1 600 h	27 h
Latvia	1 600 h	-
Greece	1 500 / 1 800 h	25/30 h
Netherlands	1 680 h	28 h
United Kingdom	1 200 - 1 800 h	20 h
Sweden	1 600 h	26/27 h
France	1 650 h	25/30 h
Germany	1 800 h	30 h



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