SUSTAINING AN ERASMUS CONTINUING PROFESSIONAL DEVELOPMENT PROJECT (2010-12): '*Dent*CPD' - TEN YEARS ON.

Erasmus Project (509961-LLP-1-2010-UK-ERASMUS-EMHE (2010-3317)

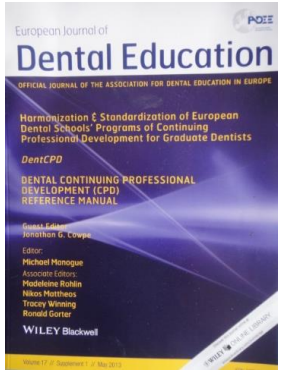
Jonathan Cowpe Emeritus Professor School of Dentistry, **Cardiff University**, UK

Erasmus Project Coordinator for ADEE

Sustaining DentCPD

Education and Culture DG

Lifelong Learning Programme



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Reviews and Reports

Continuing Professional Development 2019

'Professionalism' 2020
'Preparedness for Practice' 2020

Professor Jonathan Cowpe[1]
Professor Alison Bullock[2]
Professor Alan Gilmour[1]
Dr Argyro Kavadella[3]
Dr Ilona Johnson[1]
Dr Sophie Bartlett[2]
Ms Rhiannon Jones[1]
Dr Dorottya Cserzo[2]
Ms Emma Barnes[2]
Mrs Elaine Russ[2]
Barry Quinn[4],
Mr Denis Murphy[5]

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Cardiff UK
ACTA Netherlands
Helsinki Finland
Athens Greece
Riga Latvia

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[2] CUREMeDE School of Social Sciences, **Cardiff University**, UK;

[3] School of Dentistry, **Athens University**, Greece;

[4] **King's College London**, UK;

[5] **Association for Dental Education in Europe ADEE, Dublin**

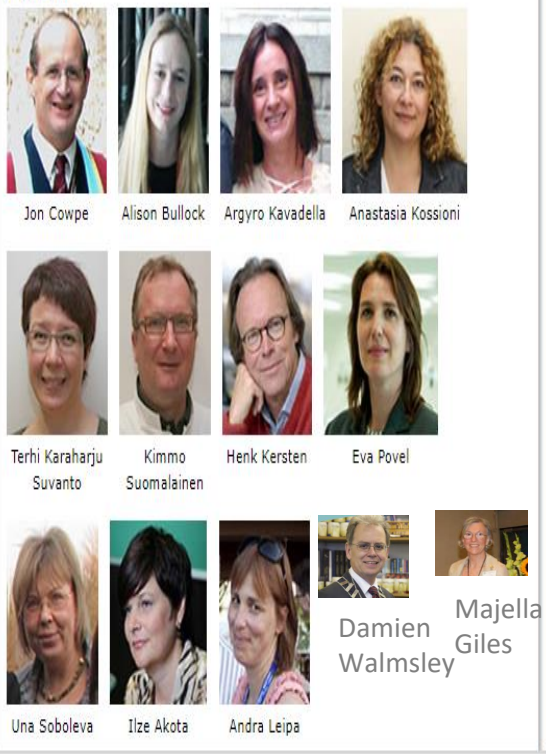
ERASMUS Project Partners 2010-2012

Partner Institutions

There are six partner institutions:

- **Cardiff University** Dental School, U.K. - Main applicant and Coordinator.
  Representatives: Jon Cowpe and Alison Bullock
- **Athens University** School of Dentistry , Greece
  Representatives: Argyro Kavadella and Anastasia Kossioni
- **Helsinki University** Institute of Dentistry, Finland
  Representatives: Terhi Karaharju-Suvanto and Kimmo Suomalainen
- **ACTA**, Amsterdam, The Netherlands
  Representatives: Henk Kersten and Eva Povel
- **Rīga Stradiņš University** Dental School, Latvia
  Representatives: Una Soboleva, Ilze Akota and Andra Liepa
- **ADEE** - Association for Dental Education in Europe
  Representatives: Damien Walmsley and Majella Giles

People



Background

- '*Harmonization and Standardization of European Dental Schools Programs of Continuing Professional Development (CPD) for Graduate Dentists*' (2010-2012), completed under the auspices of the Association for Dental Education in Europe (ADEE).

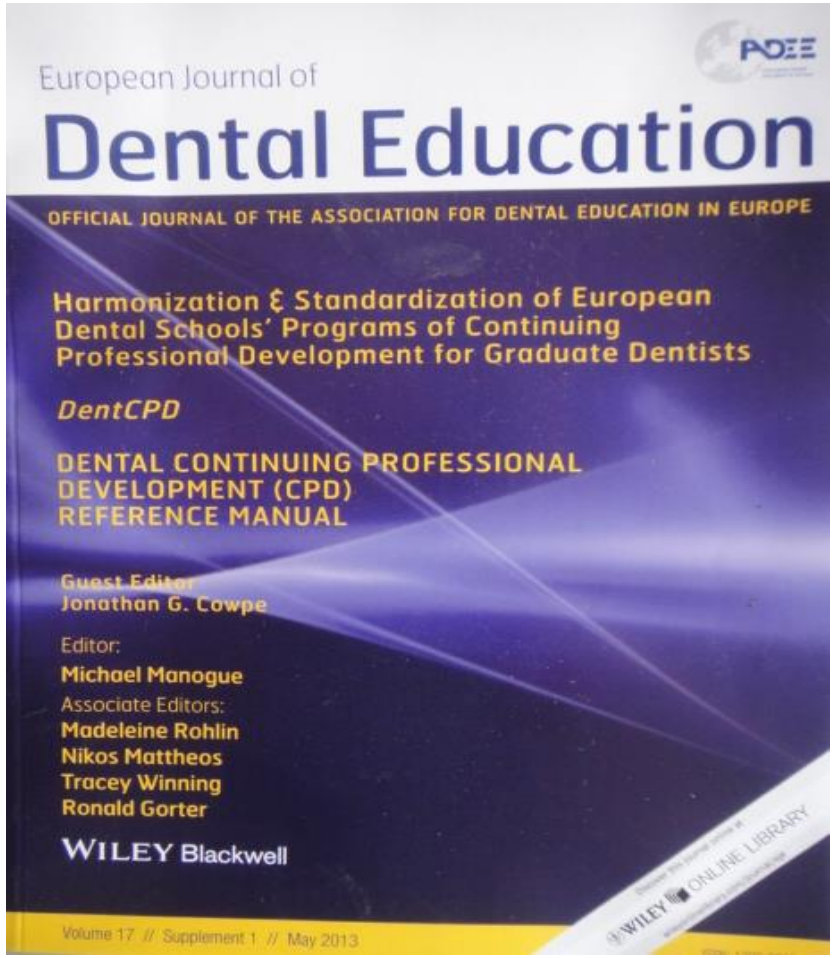
Key Outcomes:

- '***Dental CPD Reference Manual***' https://onlinelibrary.wiley.com/toc/16000579/2013/17/s1

- **Modernisation and populating the DentCPD website**
  - https://www.dentcpd.org/

Outcomes

- Literature Review
- Compulsory and Recommended Core Topics
- Guidelines for CPD
- Exemplar e-module
- Guidance on e-module production



Issues identified for further investigation

- Process for **accreditation and quality assurance of CPD activities**
- Need for 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?**

Erasmus Project Sustainability Aims

Erasmus *DentCPD* project Aim - to **identify evidence based good practice for CPD**

- **Inform** regulatory bodies, professional organisations and dental professionals,
- **Enhance** the role of CPD in support of a high standard of patient care.
- Now celebrating 10 years of continued relevant research

This project and subsequent research publications are timely as **many health and non-health related regulatory bodies are strengthening their CPD requirements** for their professional registrants.

Subsequent research was carried out to demonstrate - through dissemination and exploitation - **the sustainability of the objectives and aspirations of Erasmus project - ADDRESSING EU COMMISSION'S KEY DIRECTIVE**

Demonstrates that **all the outcomes are of relevance to dentists and allied dental professionals but also to other healthcare and non-healthcare professions** - UK & internationally - (doctors, nurses, midwives, optometrists, pharmacists, etc., solicitors, engineers)

Main Messages from the last 10 years

- **QA Framework for Dental Workforce development** – **strengthens proof of quality**
- **Standards for Dental Educators** – strengthen **proof of quality of educators**
- CPD structured '**Accreditation**' process achieved – improve European wide CPD **recognition**
- **Shift to outcome-based mo**dels (CPD) with an **emphasis** on personal development planning, e-portfolios, reflective practice and mentoring
    - focus on **quality** rather than on quantity,
    - promoting **engagement** between registrants and their regulatory bodies and,
    - encouraging **ownership and responsibility** for CPD.

Main Messages from the last 10 years

- **Preparedness for Practice** at point of graduation – springboard to life long learning
    - Level of **competence** and **confidence** – helps to **identify needs** through CPD

- **Professionalism** across healthcare sectors - a life-long learning necessity
    - Focus on **pride in being professional**
    - Support for **lapses** → **learn, change and improve**

CPD

- underpins Life Long Learning
- Requirements to remain on register
- Need to increase its value

1. **Planning & Development**
2. **CPD Delivery**
3. **CPD Evaluation**
4. **CPD Administration**

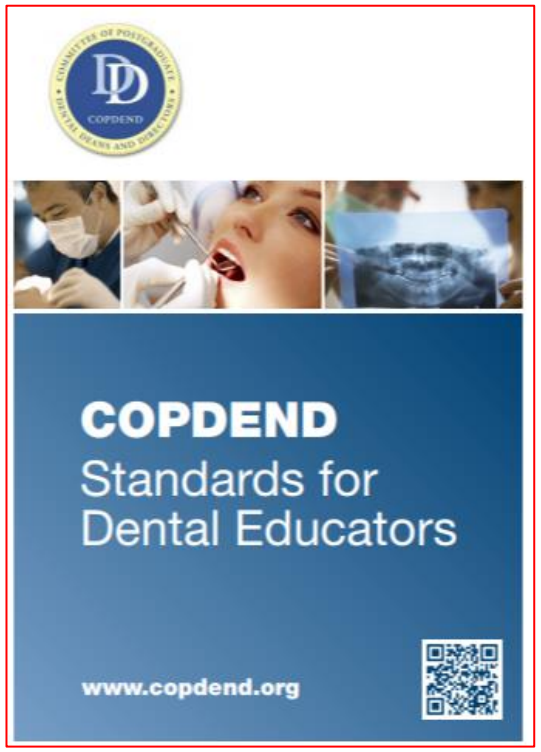
QA Framework for Dental Workforce Development (2014,16,19)

https://www.copdend.org/wp-content/uploads/2019/05/Quality-Assurance-Framework-April-2019-final-version-8.pdf

- Utilised by 'CPD Users' to measure the value of a CPD activity and by 'CPD Providers' to strengthen their portfolio of CPD activities.

- **Aspiration** - will promote mobility of dental professionals with appropriately quality assured records of their continuing education and development.

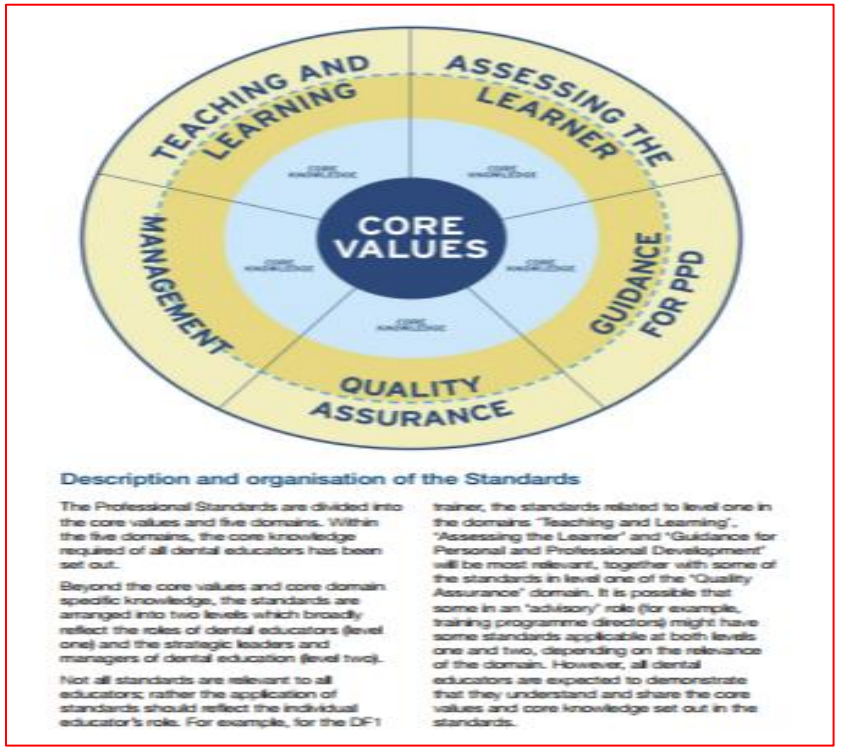
Standards for Dental Educators



Map their activities, across the criteria to demonstrate:

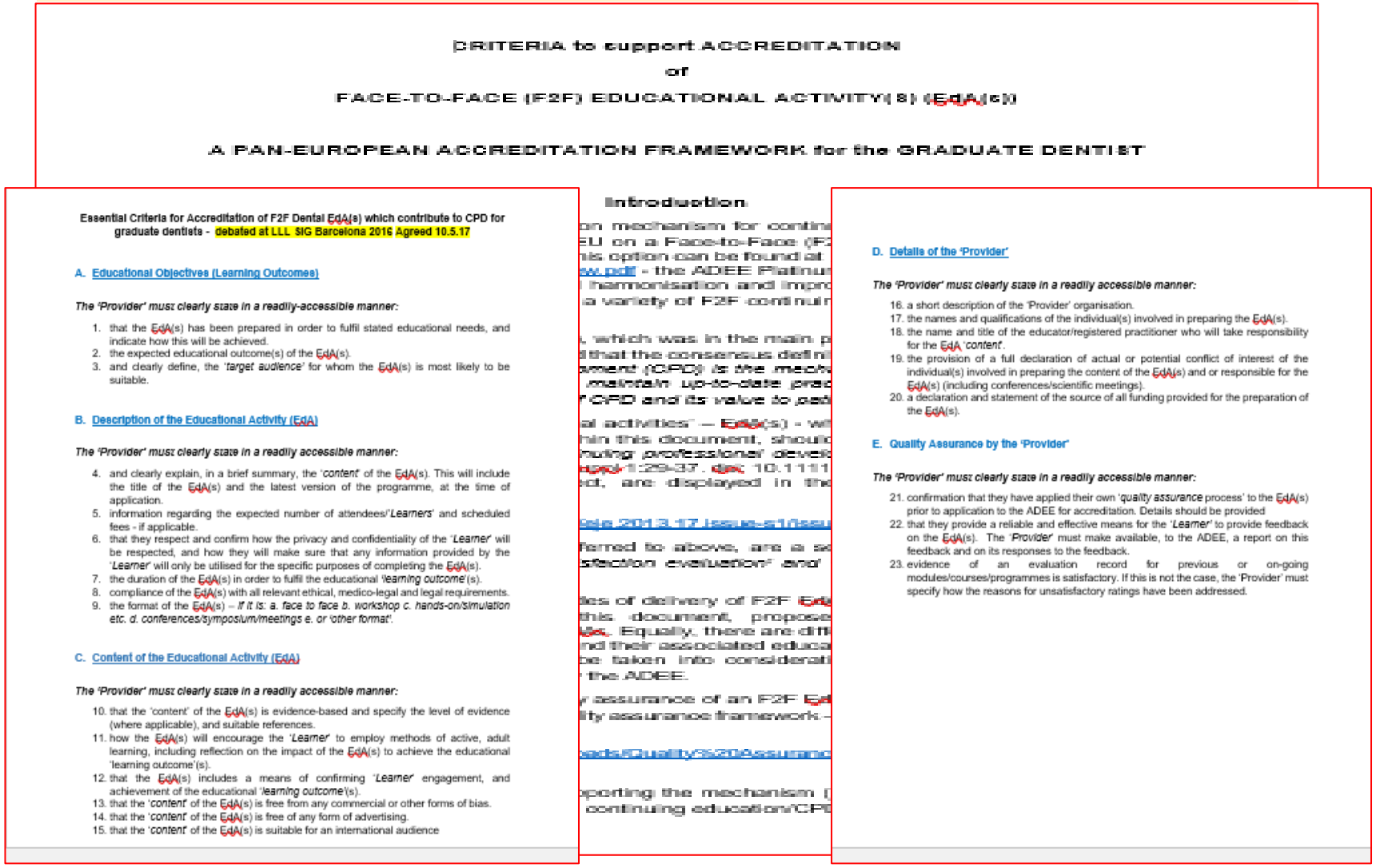
- Evidence of educator quality status
- Support promotion to a senior position in education and training

https://www.copdend.org/wp-content/uploads/2018/08/Guidelines-for-Dental-Educators-.pdf



A PAN-EUROPEAN ACCREDITATION FRAMEWORK for the GRADUATE DENTIST

- Independent Quality Review
- In addition to local and national QA reviews
- Strengthen the evidence of the quality of CPD activities



CRITERIA to support ACCREDITATION

of

FACE-TO-FACE (F2F) EDUCATIONAL ACTIVITY(S) (EdA(s))

A PAN-EUROPEAN ACCREDITATION FRAMEWORK for the GRADUATE DENTIST

Essential Criteria for Accreditation of F2F Dental EdA(s) which contribute to CPD for graduate dentists - debated at LLL SIG Barcelona 2016 Agreed 10.5.17

A. Educational Objectives (Learning Outcomes)

The 'Provider' must clearly state in a readily-accessible manner:

1. that the EdA(s) has been prepared in order to fulfil stated educational needs, and indicate how this will be achieved.
2. the expected educational outcome(s) of the EdA(s).
3. and clearly define, the *'target audience'* for whom the EdA(s) is most likely to be suitable.

B. Description of the Educational Activity (EdA)

The 'Provider' must clearly state in a readily accessible manner:

4. and clearly explain, in a brief summary, the *'content'* of the EdA(s). This will include the title of the EdA(s) and the latest version of the programme, at the time of application.
5. information regarding the expected number of attendees/*'Learners'* and scheduled fees - if applicable.
6. that they respect and confirm how the privacy and confidentiality of the *'Learner'* will be respected, and how they will make sure that any information provided by the *'Learner'* will only be utilised for the specific purposes of completing the EdA(s).
7. the duration of the EdA(s) in order to fulfil the educational *'learning outcome'*(s).
8. compliance of the EdA(s) with all relevant ethical, medico-legal and legal requirements.
9. the format of the EdA(s) – *If it is: a. face to face b. workshop c. hands-on/simulation etc. d. conferences/symposium/meetings e. or 'other format'.*

C. Content of the Educational Activity (EdA)

The 'Provider' must clearly state in a readily accessible manner:

10. that the 'content' of the EdA(s) is evidence-based and specify the level of evidence (where applicable), and suitable references.
11. how the EdA(s) will encourage the *'Learner'* to employ methods of active, adult learning, including reflection on the impact of the EdA(s) to achieve the educational 'learning outcome'(s).
12. that the EdA(s) includes a means of confirming *'Learner'* engagement, and achievement of the educational *'learning outcome'*(s).
13. that the *'content'* of the EdA(s) is free from any commercial or other forms of bias.
14. that the *'content'* of the EdA(s) is free of any form of advertising.
15. that the *'content'* of the EdA(s) is suitable for an international audience

Introduction

D. Details of the 'Provider'

The 'Provider' must clearly state in a readily accessible manner:

16. a short description of the 'Provider' organisation.
17. the names and qualifications of the individual(s) involved in preparing the EdA(s).
18. the name and title of the educator/registered practitioner who will take responsibility for the EdA *'content'*.
19. the provision of a full declaration of actual or potential conflict of interest of the individual(s) involved in preparing the content of the EdA(s) and or responsible for the EdA(s) (including conferences/scientific meetings).
20. a declaration and statement of the source of all funding provided for the preparation of the EdA(s).

E. Quality Assurance by the 'Provider'

The 'Provider' must clearly state in a readily accessible manner:

21. confirmation that they have applied their own *'quality assurance* process' to the EdA(s) prior to application to the ADEE for accreditation. Details should be provided
22. that they provide a reliable and effective means for the *'Learner'* to provide feedback on the EdA(s). The *'Provider'* must make available, to the ADEE, a report on this feedback and on its responses to the feedback.
23. evidence of an evaluation record for previous or on-going modules/courses/programmes is satisfactory. If this is not the case, the 'Provider' must specify how the reasons for unsatisfactory ratings have been addressed.

Review of CPD 2019 – Four Themes

1. **Interactive CPD Activities:** Peer Learning Mentoring Reflective Practice
2. **E-Learning:** Innovative Developments in Continuing Education
3. **Insight & Intelligence Gathering:** How do they influence registrants, CPD providers and regulatory bodies
4. **No more time serving?** Move towards qualitative-based CPD policies

- Identify evidence-based good practice in CPD.
- Learn about innovations in CPD.
- Appraise transitions from Quantitative to Qualitative CPD models.

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CPD Review – Main Messages

- Approaches to CPD should **acknowledge individuals' responsibility for their own professional development and the undertaking of educational activities relevant to their needs**

  "not just 'a means to an end"

- **Pride in achievements,** by professionals, should be the goal.
- **Regulators should support registrants**,

  offering guidance and educational tools and strengthen engagement.
- **Quality Outcomes-Based Model approach**
  - Supports engagement in **meaningful and relevant CPD**
  - Greater potential to: positively impact on practice and strengthen a high standard of patient care

https://www.gdc-uk.org/about-us/what-we-do/research/research/detail/fitness-to-practise/review-of-the-literature-on-cpd---2019

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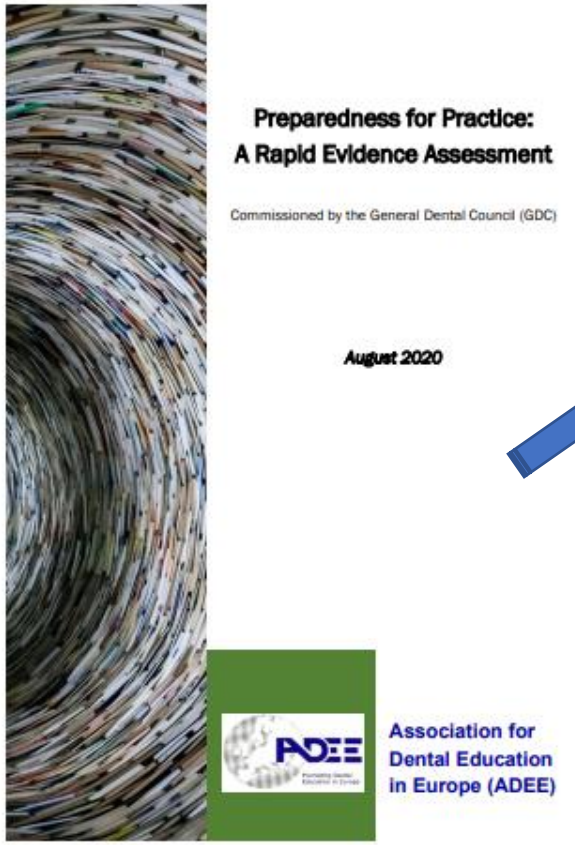
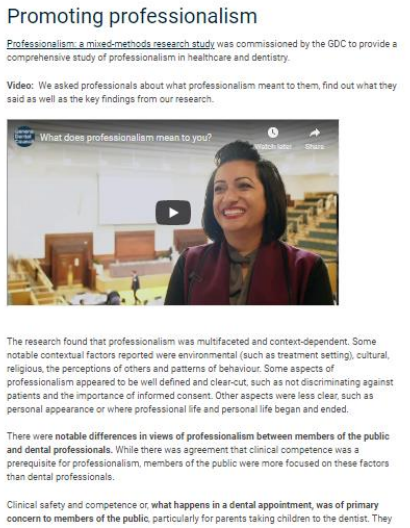
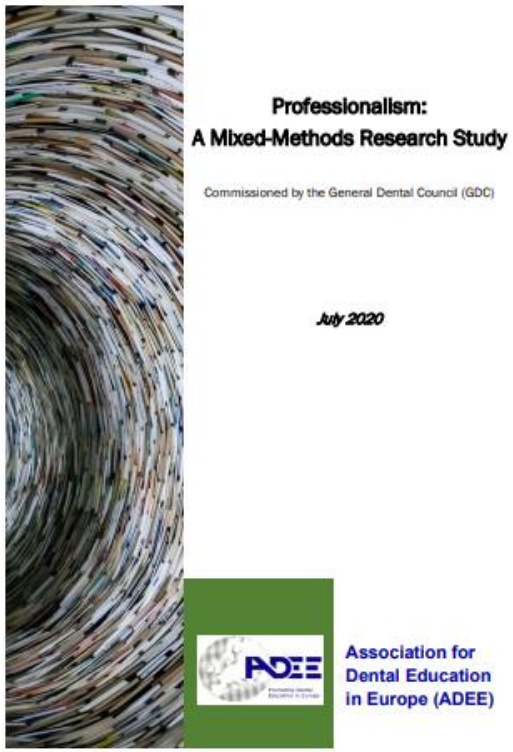
Independent Reports on:

Professionalism

Preparedness for Practice







https://www.gdc-uk.org/docs/default-source/research/preparedness-for-practice.pdf?sfvrsn=104075d9_12

https://www.gdc-uk.org/docs/default-source/research/adee-preparedness-for-practice-report.pdf?sfvrsn=cb76f1ff_14

https://www.gdc-uk.org/information-standards-guidance/standards-and-guidance/promoting-professionalism

https://www.gdc-uk.org/docs/default-source/research/professionalism---a-mixed-methods-research-study.pdf?sfvrsn=3327e7e2_1

Methodologies

1. Rapid Evidence Assessment (REA)
2. Scoping Interviews (13 topic experts)
3. GDC events

1. Focus Groups (9)
    i. Dental professionals (7)
    ii. Public (2)
2. Delphi Survey

Preparedness for Practice: (1-3)

Professionalism: (1-3 & 1-2)

Research Questions

‘Preparedness for Practice’ at the point of Graduation

1. Do **new dental graduates meet required learning outcomes** from which to practise safely?
2. what contributes to **variance in preparedness for practice**?
3. **potential impact, on both patients and the profession**?
4. evidence of ways that **preparedness for practice** has been **defined, addressed and evaluated**?

Research Questions

‘Professionalism’ in Dentistry & other Healthcare Professions

1. **aspects of professionalism that public expect and what causes a patient to lose trust**
2. **aspects of professionalism be categorised**?
3. Do **expectations of professionalism differ** to other professions or between dental professionals?
4. **teaching professionalism** - how does the undergraduate curriculum prepare students and how this is evidenced?

Preparedness for Practice – Key Messages

- Evidence that **integrated, patient-centred teaching in a variety of settings** (including outreach facilities) provides a valuable educational base - structured quality control management required to ensure **a consistent and high-quality approach within the teaching strategy, across the different work settings**.

- Education providers (Dental Schools) found it **difficult to find sufficient cases for the more complex treatments** - **changing demographics** and the **diversity of dental disease** but also **curriculum constraints.**

Preparedness for Practice – Implications

"Increasing pressures to expand the undergraduate curricula in response to:

- **changes in disease processes; and demographic, societal, and cultural changes;**
- **development of new techniques and new materials;**
- **complexity of some dental procedures."**

"Identifying what is essential for the 'safe beginner', as they enter the workplace, presents a huge challenge for the new graduate, educationalists and the regulator."

"Transition of a new graduate into the working environment - a monumental step - closer engagement across stakeholders - undergraduate and postgraduate education and training, the regulatory body, and employers, required."

Professionalism – Key Messages

- **Lapses in behaviour or actions do not necessarily imply that a person is unprofessional**

- **Professionalism is multifaceted and context is an important factor**.
  - cultural or religious factors, environment and work setting, the observer or individual the action is directed towards and their perception, and whether the scenario was a one-off event or a patterned behaviour.

- **Members of the public took a more lenient approach in their perception** about what constitutes professionalism.

- **Professionalism – learning & teaching - aligning theory with practice and experiencing real life scenarios is pivotal -** a range of approaches to support learning
  - role modelling & mentoring, reflective practice, and the importance of effective communication

Professionalism – Implications

"Patients expect professionals to communicate and engage with them appropriately – put them at their ease, be involved in decision making about their treatment so that they ultimately have trust in those who care for them."

" Evidence of good teamwork and continuing education and training were also important to patients."

"Importance of the context - a one-off lapse, with minimal implications (out of character) was understandable by professionals and patients alike, as long as the individual learnt from this experience and could personally move on."

"Dwelling on a lapse - rather than learning and moving on was seen by all concerned as detrimental to that professional both from a mental and a clinical service provision point of view".

Sustainability

ADEE contributions in partnership:

- **EU Manual of Dentistry**
- **EU Review of CPD for Five Healthcare Professions**
- **CPD in Implant Dentistry**
- **The Graduating European Dentist: A New Undergraduate Curriculum Framework**

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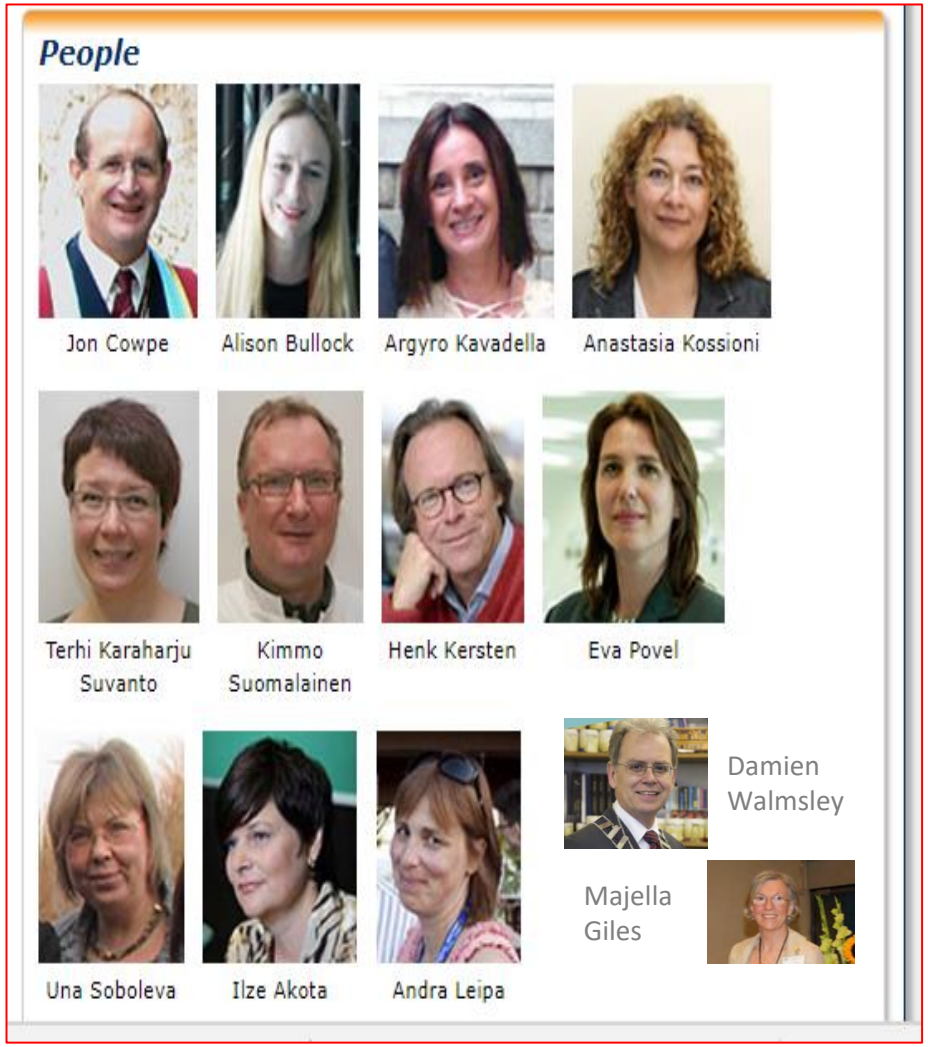
Sustainability of DentCPD



Concluding Remarks: Recent ADEE Project Team Ventures

Reference Manual for Dental CPD – 2013

https://onlinelibrary.wiley.com/toc/16000579/2013/17/s1

Updated *DentCPD* website – 10 years on

https://www.dentcpd.org/

Review of CPD – 2019

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Review of Professionalism – 2020

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Review of Preparedness for Practice – 2020

https://www.gdc-uk.org/about-us/what-we-do/research/research/detail/fitness-to-practise/preparedness-for-practice-of-uk-graduates-2020

Thank you