



**ERO WG**  
**“Relations between dental  
practitioners and universities”**

Project title:

**Interprofessional education and collaborative practice**

# WG Relations between dental practitioners and universities

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# Collaborative practice (CP) in healthcare?

- › The World Health Organization defines it as “multiple health workers from different professional backgrounds work[ing] together with patients, families, carers (caregivers), and communities to deliver the highest quality of care.”
- › CP presumes Interprofessional education, interactive learning

# Definition of Interprofessional Education?

- **FDI-publication** "Optimal Oral Health through Inter-Professional Education (IPE) and Collaborative Practice (CP)" (2015) defines: Inter- Professional Education is an essential tool to prepare for CP. There is a need for the dental professional to prepare itself through IPE.
- **WHO defines** inter-professional education as occasions “when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”

# The aim of the project

Collaborative approach between all healthcare professionals has become an essential element of healthcare, being discussed by decades has become a trending topic

## The aim of the project is to:

- Evaluate current spread of knowledge about IPE and CP and status quo by member countries
- Define the scope and extent of knowledge to be transferred into undergraduate and postgraduate curricula
- Prepare a joint statement with ADEE (ADEE SIG on IPE in Dental Education Thursday, 3rd June 2021 - 16:00 to 18:00 UTC)
- Write an article



# Questionnaires were sent to all member countries

25 countries (28 DA) fulfilled the survey

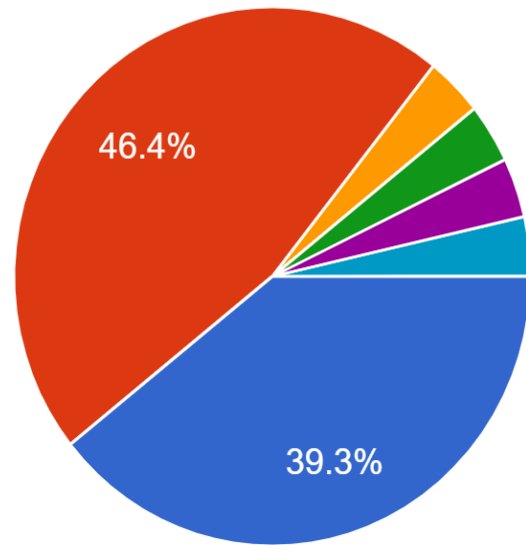
Armenia, Austria, Azerbaijan, Belgium, Croatia, Czech Republic, Cyprus, Estonia, France, Germany, Greece, Italy, Israel, Kazakhstan, Latvia, Lithuania, Netherlands, North Macedonia, Poland, Portugal, Slovakia, Spain, Switzerland, Turkey.

# Results



# Has there been any discussion about IPE in your country?

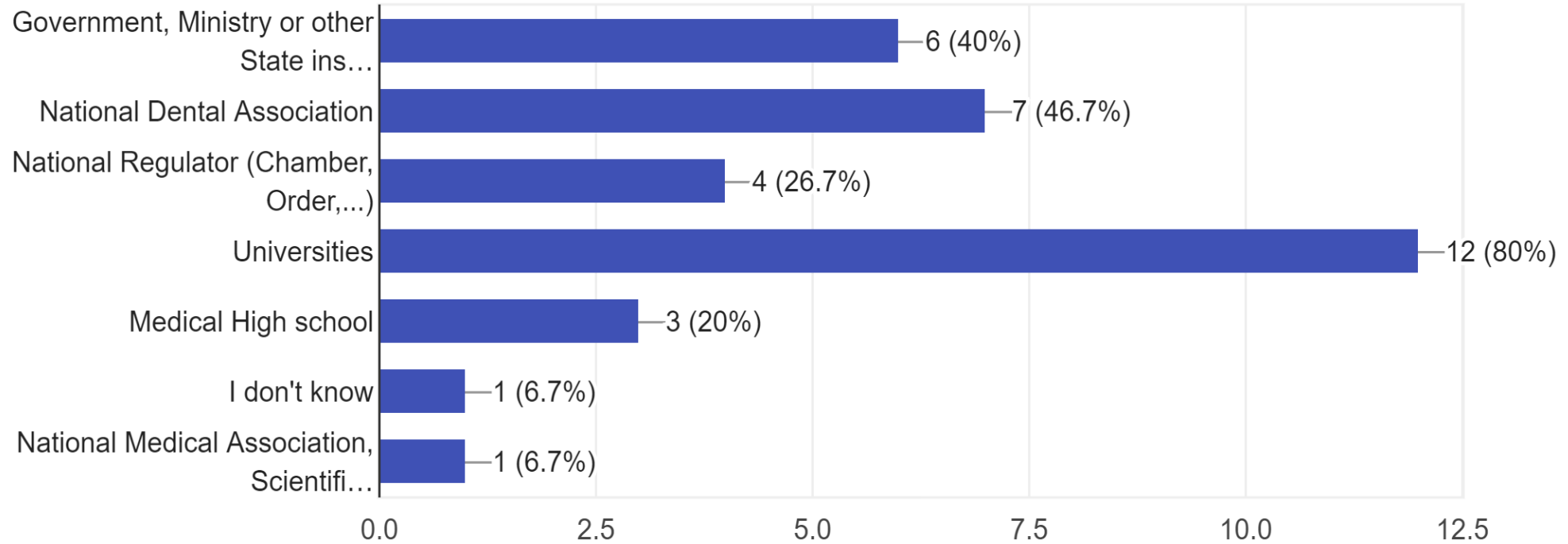
28 responses



- Yes
- No
- I don't know
- Yes, in relation to a common trunk during the undergraduate training of dentists and physicians.
- Nonformal discussion between academic stuffs
- The discussion was, but no steps were made for implementation up till now

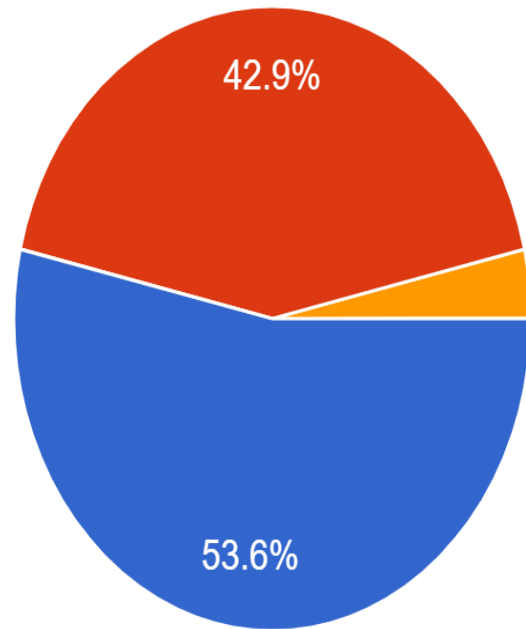


Please specify, if the discussion about IPE has been carried with  
15 responses



# Have you been actively involved in any experience of Interprofessional Education?

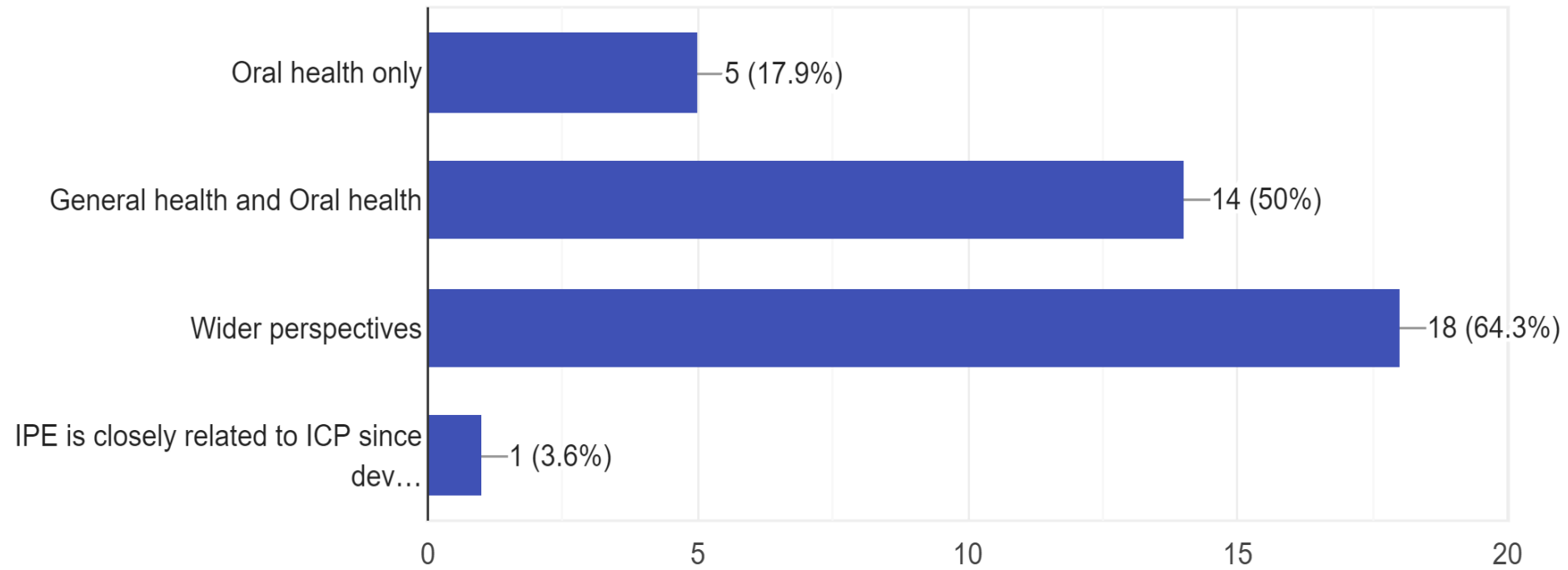
28 responses



- Yes
- No
- In 2015 I cochaired The FDI Task Team 'Interprofessional Education and Collaborative Practice'. I am also one of the speakers in San Francisco Congress for sessions where IPE and ICP is discussed.

Based upon your experience, would you consider that IPE involves dealing with

28 responses



# The main weaknesses of IPE

1. The fragmented health systems
2. The separated nature of classical educational systems (e.g. medicine and dentistry)
3. Professional borders between health professions and the need for a culture shift in health care provision
4. Difficulty of developing a joint curriculum
5. Limited resources ( e.g. teaching staff and infrastructure)
6. Overlapping responsibilities and challenging each professional's limit of employment

# What do you believe are the main Strengths posed of IPE

(please rate from 1 : not very important to 5: very important)

- › Increase the awareness of dental graduates regarding general health 4,27
- › Enhance a truly holistic view of the patient 4,18
- › Promote a team work approach to healthcare 4,55
- › Decrease the overall costs of education 2,7

## What do you believe are the main Opportunities related to IPE (please rate from 1 : not very important to 5: very important)

- › The development of patient-centered approaches to health care 4,33
- › The European trend to develop competences-based approaches to framework the curriculum of new graduates 3,8
- › The call for economical sustainable educational systems 3,3
- › The call for economical sustainable health care systems 3,44
- › The positive changes in payment systems 2,78



## What do you believe are the main threats related to IPE

(please rate from 1 : not very important to 5: very important)

- › The mismatch between Higher Education and Healthcare systems 2,33
- › The inexistence of Collaborative Care Centers 2,22
- › The role of Oral Healthcare in the National Health Care systems 2,52

## Do you perceive any of these risks to be related to IPE?

(1 not very important to 5: very important)

› Unethical behaviour	2,41
› Crossing competencies	2,22
› Misunderstanding professional tasks	3,41
› Lowering the quality of the health services	2,63
› Jeopardising patient safety	2,67

# What are the potential barriers for IPE?

(1 not very important to 5: very important)

- › Lack of financial resources 2,63
- › Lack of interest of stakeholders 3,78
- › Lack of will of professionals 3,81
- › Lack of teachers 3,85
- › Missing methodology 3,93

# Good examples of IPE and CP

- › Teaching certain topics for dental hygienists and dental students together
- › Presence of dental technicians in oral rehabilitation clinical classes (planning and discussion of clinical cases) in Portugal
- › The model for a learning center in Oulu, Finland, was first created in dentistry and then was adapted to include 8 undergraduate programmes in medical and health sciences by introducing a common curricula combined with innovative and interactive learning methods. Interprofessional simulated learning and training of trainers for IPE was introduced also.
- › Collaboration between midwives, gynecologists and dentists to address oral health in pregnancy
- › Collaboration between endocrinologists and dentists in the approach to diabetes control
- › Collaboration between cardiologists and dentists in the approach of cardiovascular pathology control

# Thank you!

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