

# **WG: Relations between dental practitioners and universities**

## **Project: „European perspective on Interprofessional Education“**

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# “European perspective on Interprofessional Education”

Joint project ERO and ADEE

Main source: FDI document

„Optimal Oral Health Through  
Interprofessional Education and  
Collaborative Practice“ Bangkok 2015

# Key information from the FDI document

Definition of Interprofessional Education

Definition of Collaborative Practice

Barriers and benefits of IPE and CP

Role of Dentist as leader of Dental Team

~~Dental Team definition~~

# The Dental Team definition

- not applicable for Europe from the main source document “Optimal OH...”
- another source needed
- we found a plenty of European documents, resolutions and statements
- form ERO, from FDI and from CED

# ERO

Resolution on the condition of possible delegation  
within the dental team - April 2015

Resolution Dental Hygienist Profile - April 2015

Dental Prevention Assistant – April 2013

Statement on the role of dental technicians – August  
2012

Dental Chairside Assistant – April 2011

Dental Team: Tasks and Responsibilities – 2009

# FDI

POLICY STATEMENT Dental Laboratory  
Technician – revised in 2015

POLICY STATEMENT Supervision of Allied  
Dental Personnel – revised in 2015

POLICY STATEMENT Leading the World to  
optimal Oral Health – The Role of the Dental Team  
– September 2006

# CED

CED Position on Dental Team - January 2018

Resolution on the dental team – May 2015

Resolution Delegation Yes - Substitution No –  
November 2009



# Article outline

What is interprofessional education?

Why is interprofessional education important?

Why is it needed?

What are the benefits of interprofessional education?

What is the relationship between interprofessional education and collaborative practice?

# Article outline (cont.)

What is the importance of interprofessional education for dentistry?

What are the potential barriers to interprofessional education?

The perspective of ERO (*and ADEE*) on interprofessional education?

What can be the role of ERO (*and ADEE*) for successful interprofessional education?

Global examples of best practices for interprofessional education.

# What is interprofessional education?

WHO defines inter-professional education (IPE) as occasions “when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”

# Why is interprofessional education important? Why is it needed?

IPE is an essential tool to prepare for Collaborative practice

CP happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality care’.

# What are the benefits of interprofessional education?

CP improves access to and quality of healthcare,  
and contains costs

Improves mutual trust and accountability among  
providers and results in better coordinated care.

IPE may help to lead to optimal oral health

It may reduce service fragmentation

Leads to patient-centered care

# What is the relationship between interprofessional education and collaborative practice?

Inter-Professional Education (IPE) is an essential tool to prepare for CP

There is a need for the dental professional to prepare itself through IPE for CP

“Collaborative practice-ready” health workforce means that healthcare professionals work together as a team to provide comprehensive services in a variety of healthcare settings (WHO 2010)

# What is the importance of interprofessional education for dentistry?

There is a need for the dental professional to prepare itself through IPE for CP

Dentists are often on the front line of prevention, early detection, and, in many countries, treatment of both oral and systemic diseases, and are in a good position to provide screening, diagnosis and referral services for systemic diseases

Dentists should learn how to lead the dental team  
Intra-professional collaboration has the potential to further strengthen the role of the dentist as the competent and responsible leader of the dental team

The dentist should be able to delegate tasks to a dental auxiliary who is specifically trained to perform those tasks.

# What are the potential barriers to interprofessional education?

- professional boundaries and “blurring” of the roles
- leadership
- attitudes of different health professions and “blurring” of the roles
- different definitions and interpretations of collaboration
- not being much aware of and familiar with other health professions
- regulatory and other structures hindering CP
- political and economic determinants.
- timing of introducing IPE to educational curricula
- the difference in the composition of the members of the ‘team’



# The perspective (of ERO) on interprofessional education?

Research indicates that IPE is more effective when:

- (i) Principles of adult learning are used (e.g. problem-based learning and action learning);
- (ii) Learning methods reflect the real world experiences of students;
- (iii) Interaction occurs among students (WHO 2010).

Six competencies or learning outcomes of IPE: teamwork, roles and responsibilities, communication, learning/reflection, the patient, and ethics/attitudes (WHO 2013).

Students' early professional socialization

# What can be the role of ERO for successful interprofessional education?

- share best practice models of IPE/CP across Europe
- define the roles of dental team members in Europe
- promote the leading role of dentist in the dental team
- cooperate with ADEE and/or local dental faculties on implementing IPE into the pregraduate curricula
- implement IPE into the continuing education
- provide NDA's with relevant information on IPE/CP

# Global examples of best practices for interprofessional education.

Healthcare professionals involved in inter-professional collaborative practice, where they work side by side to cater for patients' complex health problems, are given an opportunity for inter-professional training.

For example in Lausanne, Switzerland The Policlinique Universitaire (PMU) that provides a range of general health services, including oral health:

- Dentists are offered training courses on systemic diseases and internal medicine.
- Physicians receive orientation on linkages between oral health and systemic diseases
- Pediatricians are given a course on oral medicine in children.

# Timeline

## **September 2018-March 2019**

Working on the article

Compiling and sending out Questionnaire to ERO  
and ADEE members

## **April 2019**

Present results of the survey to the ERO Plenary  
Session

## **September 2019**

Conclussion of the project will be presented at  
ERO PS, final goal: to introduce a statement?

# Thank you ERO!

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