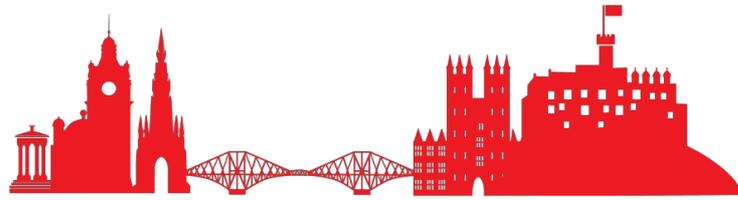


# EOS

# 2018



## 94<sup>th</sup> European Orthodontic Society Congress

EICC, Edinburgh / 17 – 20 June 2018

### **Minutes of the 13th European Orthodontic Teachers' Forum Edinburgh, 17.06.2018**

Chairpersons: Stavros Kiliaridis; Pertti Pirttiniemi; Andreu Puigdollers; Guy Willems

Attendees: 80 attendees (50 signed attendance list)

## **Inter-Professional Collaboration and Education**

### **1. (SK) Opening, announcements**

Professor Stavros Kiliaridis opens the meeting and welcomes the delegates. He is proud to report that both the EOTF as well as NEBEOP are now officially covered by the “EOS umbrella”.

The goal of NEBEOP is to strengthen the training programs of orthodontic education in Europe and is restricted to either provisional or full members. For more information on the provisional and full membership application procedure and bylaws: see <http://www.nebeop.org>.

The EOTF aims to be an open forum for everybody involved in strengthening orthodontic teaching.

In the past some interesting discussions on several pedagogical themes, trying to improve the quality of postgraduate education in orthodontics, have been held in both plenary and break-out sessions:

- 2006 Strengths and weaknesses of orthodontic education in Europe
- 2007 Development of NEBEOP and collaboration between programmes
- 2008 Self-assessment for quality control
- 2009 The minimum requirements for the undergraduate orthodontic curriculum
- 2010 How do we learn? Adult learning
- 2011 New ways of learning
- 2012 E-learning
- 2013 Competency based postgraduate education
- 2014 Quality assurance in postgraduate education
- 2015 Final examination assessment procedures
- 2016 Adopting a coaching approach to teaching
- 2017 Short courses leading to a “Master”. A new era in orthodontic education?

This year the theme of the EOTF is ‘Inter-Professional Collaboration and Education’.

Professor Stavros Kiliaridis also welcomes the representation of the EFOSA General Assembly who are equally interested in this new development in orthodontic education. He introduces the two speakers of this morning: Julian O'Neil, president of EFOSA ; and associate professor Lia Fluit, Radboud University of Nijmegen.

## 2. Charles Bolender Award – dr. Julian O'Neill

Dr. Julian O'Neill, President of EFOSA presents the Charles Bolender Award. EFOSA likes to support NEBEOP and EOTF. This support for the main speaker comes in the form of the Charles Bolender Award (CBAward). Charles Bolender was a Professor and Teacher in France. This yearly award serves to provide money to bring in a distinguished teacher to the EOTF. The CBAward 2018 is granted to Dr. Lia Fluit, MD, PhD, Associate Professor, Head Research in Learning and Education, Radboud University Medical Center, Nijmegen, The Netherlands.

## 3. Inter-Professional Collaboration and Education

The topic of the 13<sup>th</sup> EOTF is 'Inter-Professional Collaboration and Education' and is presented by Dr. Lia Fluit.

### 3.1. Introduction – Assoc. Professor Dr. Lia Fluit

The main goal is to improve the collaboration between health care professionals active in different disciplines. Dr. Lia Fluit presented a plenary introduction on inter-professional education, which is a major topic in healthcare.

Teamwork is essential for the provision of high quality oral health care. (Inter-professional) teamwork skills need to be taught and learned and therefore ought to be one of the core competencies in all dental education programs, including orthodontics.

The predominant way to acquire inter-professional teamwork skills is by learning in practice. However, there seems to be a lack of opportunities for collaborative learning and practice within educational establishments.

For students across oral health care, learning 'together' requires positive action for teamwork skills to be developed. Inter-professional curricula need to be formally developed, based on evidence from the wider education literature that demonstrates how to maximize the engagements needed for teamwork in practice.

Participants discussed opportunities and pitfalls of inter-professional education, the essential elements for good collaboration, and how these competencies can be assessed.

#### **Why inter-professional education (IPE)?**

The participants claim it is better for the patient in the end: everybody can learn from each other. It brings our profession to a higher level and provides better treatment to the patient. In Health Care (HC) there are a lot of changes: people are getting older, getting more diseases at one time, therefore Professionals should collaborate. Also, more and new technology is available nowadays.

Therefore, the question of task education arises: what is going to be the new task description of the dentist, orthodontist? What will they do in the future? Technology, new professions and task collaboration are reasons for IPE.

IPE will help to prepare new professionals by teaching collaborative skills and put in practice to have better treatments in the future.

Interprofessional collaborations refers to individuals from different academic backgrounds working together to improve health care. In that sense it differs from intraprofessional collaboration which is when people from the same profession (same academic background) but from different specialisms collaborate.

Examples of IPE can be found in the Erasmus guidelines, i.e. principles of effective communications with patients and their parents or collaboration of the interdisciplinary treatment. Other IPE applications can be found in the curricula of dentistry (dental students versus bachelors in oral health care) and medicine.

### 3.2 Discussion in break-out groups

Professor S. Kiliaridis divided the participants in 8 break-out discussion groups. Each discussion group will have 2 assignments:

Assignment I: Make a SWOT (Strengths, Weaknesses, Opportunities, and Threats) - analysis on IPE (assignment IA) and formulate recommendations to make IPE working (assignment IB) based on your SWOT-analysis.

Assignment II: Develop your own IPE model

#### **Assignment IA: Make a SWOT - analysis on IPE – general synopsis of the break-out groups**

##### 1. STRENGTHS:

- Treatment of complex pathologies (clefts)
- Opportunities for learning
- Confidence in care providing
- Networking
- Knowledge base will increase
- Advance dental treatment quality
- Interaction with other health care professionals
- Continuing education
- Avoid redundancy in education
- Avoid outdated knowledge
- Stimulating (e.g. more research opportunities)
- Appreciate the work of other specialties
- Improve team work
- Better team image to the patient
- Support for team members
- Cross disciplinary learning

##### 2. WEAKNESSES:

- Time management, Time consuming
- Lack of autonomy
- Coordination
- Lack of individual responsibility
- Communication can be a challenge (between professionals <-> patients)
- Create confusion for students
- Possibility of conflicts between professions
- Strong personalities might harm the outcome

### 3. OPPORTUNITIES:

- Learning for both professionals and students
- Improvement of team care, results
- Improve the quality of education and care
- Learn from each other
- Broaden professional perspectives
- Cost effective
- Avoid the effect of social media and 'patients-driven' diagnosis
- Increase of clinical efficiency and quality
- Develop new clinical protocols

### 4. THREATS:

- Dependence on financial support
- Dependence on geographical/socio-economic conditions
- Commercial pressure
- Weaken the role of specialties
- Create bad competition
- Conflicts on tasks and what is to be done by each team member
- Patients might be lost by diverting activities by too many sub-specialists
- Lack of leadership and responsibility
- Cost versus benefit
- Budgets dictating contributions

### **Assignment IB: Formulate recommendations to make IPE working.**

#### General recommendations:

Be open minded, leave your prejudices!

IPE must be patient centered: patient centered care can't be realized without IPE

The appointment of an effective coordinator is required

Create guidelines for IPE in orthodontics: professional education is a little different in different countries, so international guidelines could be useful.

### **Assignment II: Develop your own IPE module.**

Dr. Lia Fluit stipulated that frame works for IPE are already existing in literature.

The assignment II consisted of developing an IPE module keeping in mind the standard requirements when developing educational material. Six questions should be answered when developing such a model:

1. Why should learners want to learn this?
2. Who is learning?
3. What are the learning goals of teachers?
4. What are the learning goals of the learner?
5. Which educational formats are best to use?
6. Who to assess if the goals are reached?

Different suggestions for IPE modules were designed and discussed. Topics varied from mouth breathing, tooth movement, interdisciplinary care, ... and multidisciplinary care in cleft lip and palate patients.

## **3 (GW) Conclusions and closure of the meeting**

The EOTF was very successful and the topic of interprofessional education was very appealing to the participants. Active participation of all participants was experienced which led to very fruitful and interesting discussions.

Finally, all four reporters thanked the members present and invited everybody for the 14<sup>th</sup> European Orthodontic Teachers' Forum in Nice, France. Colleagues with suggestions on educational topics for the next meeting are welcomed to mail their ideas to the secretary [Guy.Willems@kuleuven.be](mailto:Guy.Willems@kuleuven.be)

Professor Stavros Kiliaridis  
Professor Pertti Pirttiniemi  
Professor Andreu Puigdollers  
Professor Guy Willems

If there is a new program director or head of department, as a result of the departure of the previous one, please forward the contact details of this new program director / head of department (first & last name, title, address, e-mail or e-mail address of the department) to: [guy.willems@kuleuven.be](mailto:guy.willems@kuleuven.be)