

## Oral Health Education's Call to Action: Advancing the World Health Organisation's (WHO) Oral Health Action Plan

A key enabler of the WHO's Oral Health Action Plan will be ensuring OHP curricula are evidence based, contemporaneous and contextually relevant.

With a vision, stressing promotion of oral health as critical to general health and advocacy for UHC, schools & programmes will need regularly review their curriculum and methods of teaching and learning. To assist in this regard the OHPE Associations offer the following brief guidance.



### Curriculum priorities:

On review of the WHO action plan, the associations draw four conclusions concerning the undergraduate curriculum, that define the need to:

1. Prioritise curricula focused on prevention & public health principles
2. Ensure programmes rely on evidence-based research
3. Regularly review curricula so they address key WHO principle
4. Enable ongoing curriculum assessment and ensuring quality education

**OHPE:** Oral Health Professionals Education  
**UHC:** Universal Health Coverage  
**IPC:** Inter Professional Care  
**IPE:** Inter Professional Education



## Oral Health Education's Call to Action:

Advancing the World Health  
Organisation's (WHO) Oral  
Health Action Plan

### Our call to you to act:

1. Prioritisation of prevention & public health principles
2. Rely on evidence-based research
3. Regular review of curricula so they address key WHO principles
4. Enable ongoing curriculum assessment & ensuring quality education

**adee** ADVANCING EDUCATION  
AND ORAL HEALTH

**ADEA** | THE VOICE OF  
DENTAL EDUCATION

### Association for Dental Education in Europe

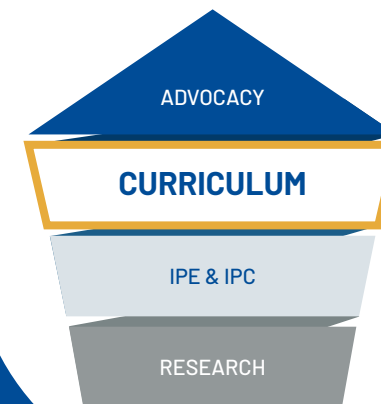
Dublin Dental University Hospital  
Trinity College: D02F859  
Dublin 2: Ireland

### American Dental Education Association

655 K Street NW, Suite 800  
Washington, DC 20001

## Oral Health Education's<sup>2</sup> Call to Action:

Advancing the World Health  
Organisation's (WHO) Oral  
Health Action Plan



## Summary guidance on Curriculum Review

## 1. Prioritisation of prevention & public health principles:

Programs & faculty should evolve curricula framed in prevention of oral diseases of the craniofacial complex while also prioritising strategies to prevent disease and maintain oral health. We encourage the following:

- Utilising & embedding public health principles at the individual & community level
- Continuing to include treatment of craniofacial disease
- Embracing interprofessionalism through IPC and IPE
- Encouraging social & environmental responsibility
- Ensuring curricula reflect contextual, contemporaneous needs
- Ensuring global population variation in disease experience is acknowledged
- Emphasising preventive strategies and evidence-based oral health treatment across the lifespan.



## 2. Rely on evidence-based research:

The associations' stress that academic programmes must remain grounded in the evidence base, both subject matter content & approaches to teaching, learning & assessment. Programs should support various types of oral health research including epidemiologic, health professions research, educational research & basic and clinical research strategies. In particular, undergraduate curriculum should:

- Ensure research & scholarly work remain core components of faculty roles & the student experience
- Protect OHPE's scientific underpinnings as the foundation to professional identity & the gate way to practice
- Reinforce within students that Evidence-Based Practice is an extension of research activity & should be embedded in their daily practice
- Align with global priorities to serve public needs through individual programs & global research alliances
- Explore oral-systemic health interactions bi-directionally
- Support oral health as part of the Non-Communicable Diseases and Systemic /General Health larger research agenda

## 3. Regular review of curricula so they address key WHO principle

Curriculum content review is indirectly identified as a necessity throughout the WHO Action Plan. The following are recommended as key priority areas for schools & programmes to consider in progressing their annual curriculum reviews. This recommendations, proposed as the more pertinent by the regional OHPE Associations, do not constitute an exhaustive list, nor a mandated priority:

- Alignment with national priorities, scopes of practice & evolving workforce models
- Digital oral health & international data protection
- Health promotion & awareness
- Inclusion & diversity
- Integration of research & best practice as well as evolving international metrics
- Interprofessional, Interdisciplinary collaboration & activity
- Public Dental Health & a prevention focus
- Sustainability & social responsibility



## 4. Enable ongoing curriculum assessment and ensuring quality education

A final key aspect that of importance to note is ensuring assessment methods are timely, relevant & evidence based. In particular, the regional associations encourage a:

- Fostering approach to assessment that is systematic & longitudinally embedded as part of an educational quality assurance process
- Progressing towards mutual recognition of curriculum to enable workforce mobility
- Strategic approach to assessment that builds student competence & confidence over time
- Programme of assessment that enables the demonstration of national, regional & international expectations on the graduating student

**OHPE:** Oral Health Professionals Education  
**UHC:** Universal Health Coverage  
**IPC:** Inter Professional Care  
**IPE:** Inter Professional Education