

ADEE – Special Interest Group (SIG) Communication and Health Behaviour Change Education (CHBCed)



Chronic diseases

CANCER
DIABETES STROKE
HEART DISEASE
HIGH BLOOD PRESSURE
LUNG DISEASE

60%
†
(2015)

Chronic diseases

CANCER
DIABETES STROKE
HEART DISEASE
HIGH BLOOD PRESSURE
LUNG DISEASE

77%
†
(2025)

Risk factors for periodontitis

Inadequate oral hygiene

Oral hygiene improvements

Bakdash (1994)

Tobacco use

Cigarette

Tobacco use cessation

Haber et al. (1993)

Cigar

Tobacco use cessation

Krall et al. (1999)

Pipe

Tobacco use cessation

Krall et al. (1999)

Smokeless tobacco

Tobacco use cessation

Greer & Poulson (1983)

Diabetes mellitus

Type I

Metabolic control with insulin

Emrich et al. (1991)

Type II

Dietary adjustment

Emrich et al. (1991)

Competencies (periodontal education)

...must be competent:

12. Behavioural sciences and communication skills, such as motivational interviewing. As an example, the achievement of effective oral hygiene practices and/or smoking cessation interventions are fundamental for optimal periodontal treatment outcomes.

Evidence-based support

- Health behavior change towards
 - improved oral hygiene
 - avoidance of tobacco
 - healthy diet
 - physical activity

behavioural support

not always simple and successful

necessary time

not always guaranteed

self-efficacy

of the dental professional

evidence
is evolving

- Behaviour change for the delivery of oral hygiene instructions can be based on the GPS approach:
 - **G**oal setting (including instruction in an appropriate technique to achieve that goal),
 - **P**lanning and
 - **S**elf-monitoring

CHBCed SIG ADEE Barcelona 2016



- **Group 1:**
Own experiences with implementation of CHBC
- **Group 2:**
Theoretical and practical skills being educated
- **Group 3:**
Methods to assess the CHBC curriculum
- **Group 4:**
Ways to engage (resistant) detail school

Group 1: Own experiences

- Takes a change of attitude
- Requires more education time
- Is a multi- and inter-disciplinary subject
- Is implemented into final assessments
 - OSCE, national board exam

Group 2: Skills being educated

- Theoretical and practical content is based on
 - public health responsibility of dental professionals
 - management of risk factors
- Introductory lectures and group learning
 - Virtual patients and clinical experience
- Need indications to provide HBC

Group 3: Assessment methods

- Assessing HBC at various stages of
 - dental education
 - patient's stages of change
- Standardized patients
- Audio / Video recordings
- Peer review

Group 4: Engaging dental school

- Diversities of situations (during entire process)
- Top-down
 - Networking
- Bottom-up
 - Evidence-based
 - Benefit system

small steps

in the right direction

see you again

At the next ADEE annual meeting