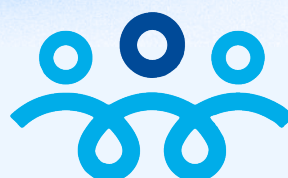


Developing Consensus-Based Wellbeing and Resilience Learning Outcomes for the ADEE Graduating European Dentist Curriculum



COP
Wellbeing &
Resilience

Introduction

Wellbeing and resilience are increasingly viewed as key components of preparing dental students for their future careers. Dental education is academically rigorous and emotionally demanding, exposing students to stressors that may affect mental health, engagement, clinical performance, and professional identity formation. The ability to recognise, monitor, and manage one's own wellbeing and being resilient in face of setbacks and challenges is therefore critical—not only for personal and academic development but also for ensuring safe, ethical, and high-quality patient care. Embedding wellbeing and resilience within undergraduate dental curricula has the potential to enhance student preparedness, support healthier learning environments, and promote sustainable professional practice.

The Association for Dental Education in Europe (ADEE) is continually developing its online Graduating European Dentist (GED) curriculum framework. This provides an opportunity to formally integrate wellbeing- and resilience-related learning outcomes (LOs) into European dental education. To support this work, the ADEE Community of Practice (CoP) on Wellbeing and Resilience initiated a structured, collaborative process aimed at developing consensus-based intended learning outcomes (ILOs) that are feasible and adaptable across diverse educational contexts.

This report summarises on the multi-phase methodology used to develop these ILOs, which included international scoping, iterative drafting, expert consultation, student engagement, and focus-group validation. The final learning outcomes provide a practical framework that may support dental schools in embedding wellbeing and resilience into curriculum design, teaching, and assessment.

This final phase involves inviting feedback from ADEE membership before submission to final ILO to GED team.

Methodology

2.1 Study Design and Overview

Between February and December 2025, the ADEE CoP on Wellbeing and Resilience undertook a structured, iterative, and multi-stakeholder developmental process to produce consensus-based wellbeing and resilience learning outcomes to be proposed to the new GED curriculum. The process combined qualitative insight, stakeholder engagement, and iterative refinement to ensure clarity, feasibility, and educational relevance.

2.2 Step 1: Identification of Focus Area (February–March 2025)

During routine CoP meetings, members identified the development of wellbeing- and resilience-related learning outcomes as a priority aligned with ADEE's ongoing curriculum redevelopment. The CoP agreed to produce a set of consensus-based outcomes suitable for integration into the GED framework.

2.3 Step 2: Project Initiation and Ethical Approval (April 2025)

The project was initiated. It was decided to submit documents to gain ethical approval from Cardiff university or from Acta University of Netherlands.

2.4 Step 3: Initial Scoping (April–May 2025)

An international scoping exercise was undertaken by CoP members to review existing wellbeing and resilience teaching in dental curricula across multiple regions including the UK, Greece, the Netherlands, Hong Kong, Australia, Belgium, the USA, and Canada. The review revealed that some regions such as UK had formally addressed this, there was lack formal approaches in many other regions with considerable variation in approaches and no standardisation of teaching activities or learning outcomes, reinforcing the need for a structured framework applicable across European programmes.

2.5 Step 4: Development of Draft Learning Outcomes (Version 1) (May 2025)

CoP members participated in a structured brainstorming exercise to generate an initial set of proposed LOs (Version 1). Further to discussion these were condensed and drafted into four preliminary items, reflecting the key domains.

The membership of CoP include:

Shannu Bhatia (Chair), UK
Svaitlana Anishchuk, Ireland
Maria Antonia, Greece
Mike Botelho, Hong Kong
Ronald Gorter, Netherlands
Sheva Grislej, UK
Ruby Long, UK
Morag Powell, UK
Rebecca Walsall, UK

2.6 Step 5: Expert and Student Consultation (June–July 2025)

A stakeholder list was created that included educators, clinicians, psychologists, mental health and wellbeing specialists, and both undergraduate and postgraduate dental students. These individuals were invited to review Version 1, providing written feedback on clarity, relevance, phrasing, and perceived feasibility of implementation. Consultation was conducted via email and online discussion, allowing for broad participation across institutions and countries.

The stakeholders who responded included:

1. Prof Tim Newton Professor of Psychology as Applied to Dentistry
[Professor J. Tim NewtonKing's College Londonhttps://www.kcl.ac.uk › people › tim-newton](https://www.kcl.ac.uk › people › tim-newton)
[You visit often](#)
2. Prof Simon Moore, Professor of Public Health Research at Cardiff University.
[Professor Simon Moore - PeopleCardiff Universityhttps://profiles.cardiff.ac.uk › staff › mooresc2](https://profiles.cardiff.ac.uk › staff › mooresc2)
3. Dr Rachel Pattinson Health Psychologist and Lecturer School of Dentistry
[Dr Rachael Pattinson - PeopleCardiff Universityhttps://profiles.cardiff.ac.uk › staff › pattinsonr](https://profiles.cardiff.ac.uk › staff › pattinsonr)
4. Leona Walsh Professional Support Practitioner and Manager, Health Education and Improvement Wales.
[Leona Walsh - HEIW - NHS WalesHEIWhttps://heiw.nhs.wales › ... › Presenters and Facilitators](https://heiw.nhs.wales › ... › Presenters and Facilitators)
5. Dr Manmeet Kaur is GP Lead. Health & Well-being Co-ordinator with Thriving Communities CIC.
[Mindfulness for All: Creating Thriving Communitiesmindfulness-wales.orghttps://mindfulness-wales.org › Wales Stories](https://mindfulness-wales.org › Wales Stories)
6. Dr Rana Al Falaki, Specialist dental practitioner author and wellbeing / leadership coach
[Dr Rana Al-Falakidrranaalfalaki.comhttps://www.drranaalfalaki.com](https://www.drranaalfalaki.com)

7. Dr. Annemiek Rollman ACTA, Lecturer Public Oral Health
[dr. Annemiek Rollman Vrije Universiteit Amsterdam](https://research.vu.nl/persons/a...)<https://research.vu.nl/persons/a...>
8. Fiona Ellwood, Assoc. Prof – Director of Dental Education, Human Factors Advocate. Special Interest: Public Health & Mental health, Doctoral Researcher.
[Fiona Ellwood General Dental Council](https://www.gdc-uk.org/Meet-the-speakers)[https://www.gdc-uk.org/Meet the speakers](https://www.gdc-uk.org/Meet-the-speakers)
9. Dental educators from Boston university names to be confirmed
10. Jackie Cooper Cognitive Hypnotherapy and NLP. International speaker on mental health and wellbeing
[Cooper Transformations](#)
11. Several undergraduate and postgraduate students from, UK, Ireland, HK

2.7 Step 6: Revision to Version 2 (August 2025)

Feedback from stakeholders was synthesised by the CoP and used to refine the draft learning outcomes, leading to Version 2. Revisions addressed clarity.

2.8 Step 7: Focus-Group Validation (August 2025)

As ethical approval was granted by Acta, two structured focus groups were conducted during the ADEE Annual Conference in Dublin (August 2025) to further validate and refine the LOs. Participants included CoP members, invited experts, educators, and students.

The session was titled ***Embedding Wellbeing and Resilience in the Graduating European Dentist Curriculum***, aimed to build consensus on integration strategies.

The session followed a facilitated format:

- Introduction and ethics and consent procedures (10 minutes)
- Breakout group discussions (45 minutes total)
 1. Review and refinement of the proposed LOs
 2. Sharing of best practices that align with or support the LOs
- Final revision and agreement on updated LOs (20 minutes)
- Session close (5 minutes)

This process resulted in Version 3 of the learning outcomes, incorporating group suggestions and consensus revisions.

2.9 Step 8: Further Revisions and Finalisation (December 2025)

Following subsequent review by the Graduating European Dentists (GED) taskforce, a minor amendment was made. Notably, the term understanding was removed. This refinement produced the final set of four intended learning outcomes (Version 4).

Acknowledgement: CoP wishes to thank Prof James Fields for support guidance and advice.

Invitation to Contribute to the ADEE Wellbeing and Resilience Intended Learning Outcomes (ILOs)

As the final phase of the developmental process, the CoP of Wellbeing and Resilience would like to initiate a broad consultation to further validate and refine the proposed intended learning outcomes (ILOs). This step aims to gather structured feedback from a wider group of stakeholders to ensure that the learning outcomes are clear, relevant, measurable, and feasible for implementation across European dental programmes.

Wellbeing and resilience are recognised as foundational competencies that support dental students in engaging fully with their studies, transitioning into professional practice, and delivering safe, high-quality patient care. The ability to monitor and manage one's own wellbeing, and to cultivate resilience, contributes not only to individual development but also to the long-term sustainability of the dental workforce. As ADEE progresses with the development of the new Graduating European Dentist (GED) curriculum, it remains crucial that these competencies are explicitly embedded within the curriculum framework.

To support this aim, the CoP formed a dedicated working group to produce a set of ILOs. Learning outcomes are understood as a series of individual and objective outcomes, with shared ownership between students and staff, designed to facilitate the learning and assessment process. They provide a structure for students' self-directed learning while assisting educators in designing, delivering, and assessing curriculum content.

The four proposed ILOs were shaped through extensive engagement with educators, clinicians, psychologists, wellbeing specialists, and students. The next step is to obtain further feedback on their clarity, importance, and perceived implementation challenges. This consultation is facilitated through an online survey that invites participants to rate and comment on each ILO:

1. **Awareness – self and peer**

Recognise and reflect on emotional challenges arising from personal, academic, and clinical demands occurring individually, professionally, and within the dental team.

2. **Self-care and coping**

Demonstrate and reflect on self-monitoring, self-care, and coping strategies that support personal wellbeing across academic, clinical, and personal contexts.

3. **Resilience**

Implement, evaluate, and reflect on a personalised self-care plan to promote

resilience and agency in responding constructively to professional challenges, stressors, and setbacks.

4. **Signposting and referral**

Identify appropriate resources and strategies for self-help, signposting, or referral for oneself, members of the dental team, or patients.

The survey invites both quantitative ratings and open-text comments, enabling participants to highlight strengths, ambiguities, or areas for improvement. The process draws on prior evidence that complex skills are most effectively developed through staged, scaffolded learning (e.g., Field et al., 2022), an approach that underpins the structure of the proposed ILOs.

Participation in the survey is voluntary and anonymous, with no personal data collected. Responses cannot be withdrawn once submitted due to anonymisation procedures. Data will be analysed using descriptive statistics and thematic review of qualitative comments. The findings will directly inform the final refinement of the wellbeing and resilience ILOs prior to their submission to the GED curriculum taskforce.