

EDUCATION IN SPECIAL CARE DENTISTRY AND THE ICF PARADIGM.



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EDUCATION IN SPECIAL CARE DENTISTRY AND THE ICF PARADIGM.

FIRST, LET'S MEET ERICA...

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ERICA

Female, 18 years old.

Erica has mild cerebral palsy with hemiplegia and a slight hearing impairment. She takes carbamazepine, but has not had an epileptic seizure for over two years.

She has normal intellectual function and has just started at university. She lives in a studio apartment on campus and goes home regularly by train to her parents and younger brother.

Erica finished a course of fixed orthodontic treatment last year and feels that her facial asymmetry has improved. Her mouth opening is restricted, her speech is altered but clear.

She complains of pain and dental cavities on the hemiplegic side and reports avoiding tough or chewy foods.

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**Describe the factors that impact on risk
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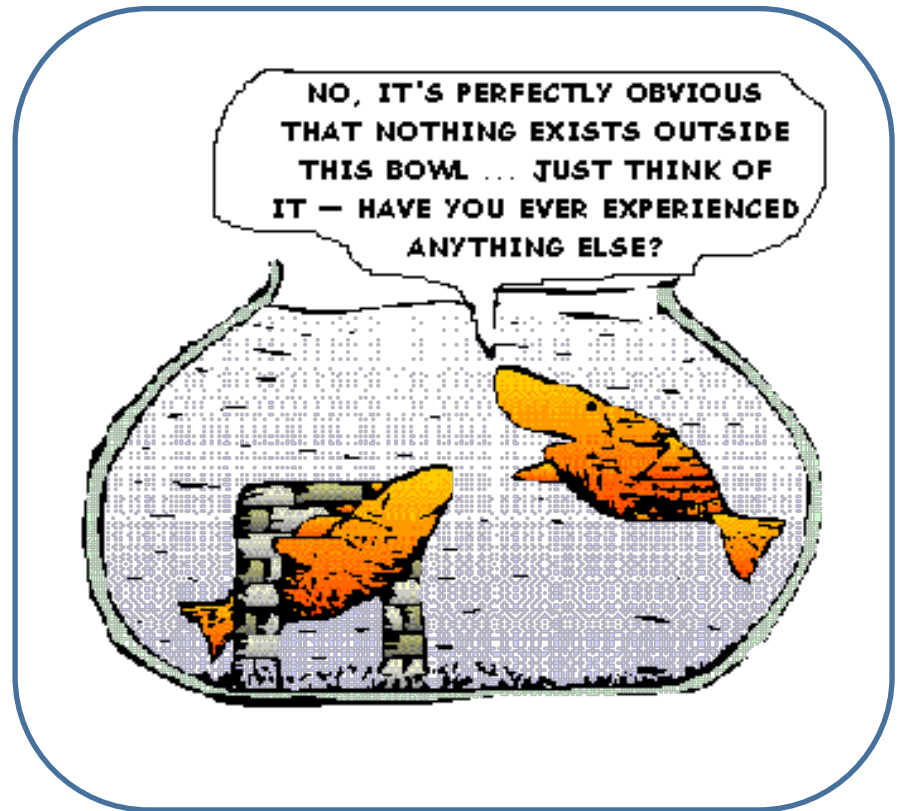
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WHAT IS A PARADIGM ?

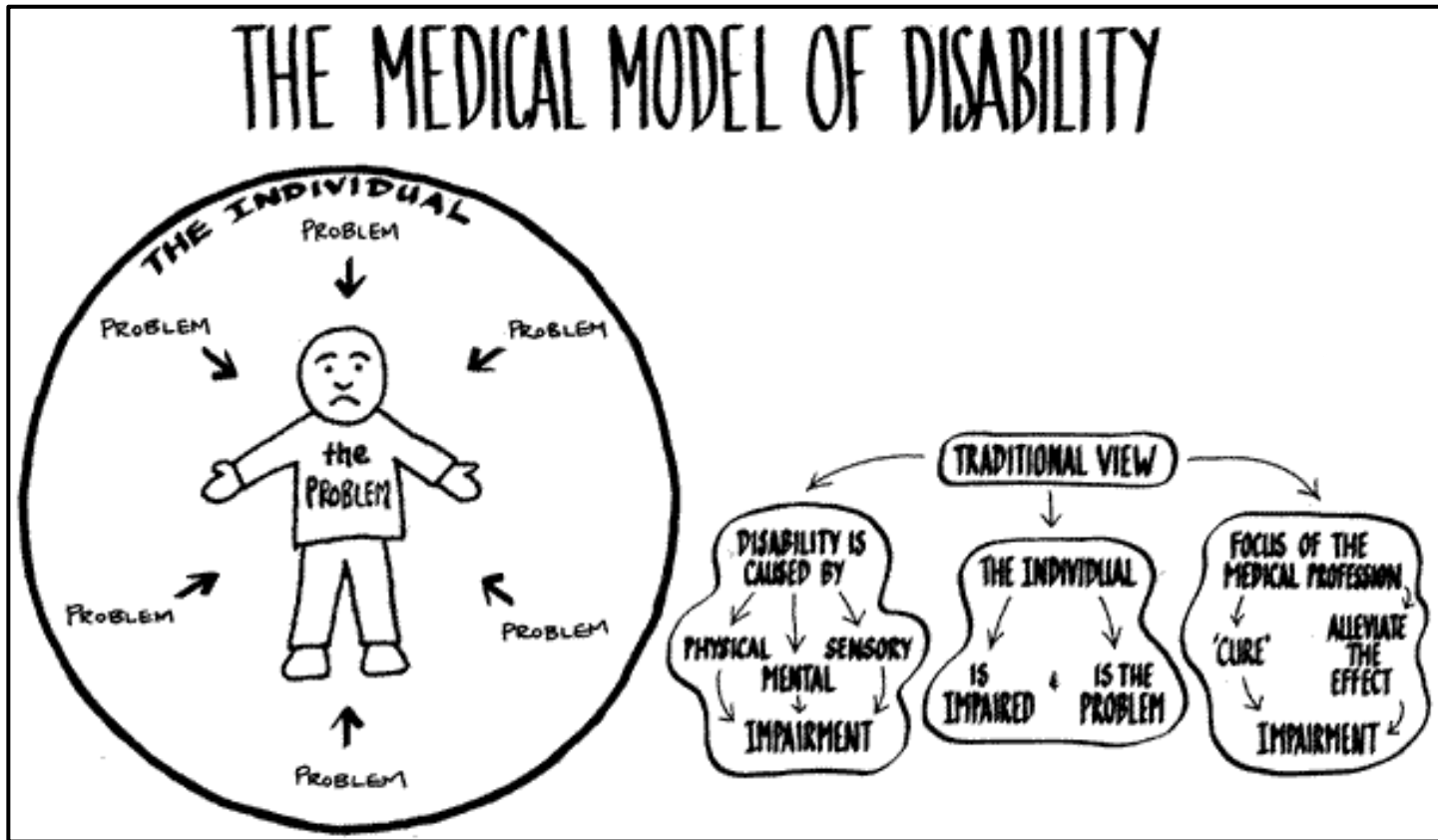
A paradigm constitutes a society's frame of reference and is the background that defines and limits our cognitive processes and imagination.

A paradigm is a set of assumptions, concepts, values and practices that constitutes a way of viewing reality.



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THE DOMINANT DISABILITY PARADIGM



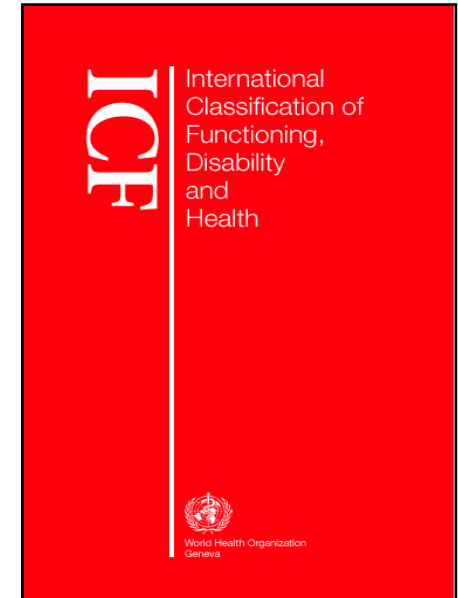
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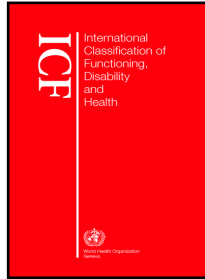
The International Classification of
Functioning, Disability and Health
(WHO, 2001).

Human functioning is **UNIVERSAL...**



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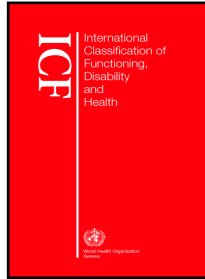
Human functioning is **UNIVERSAL...**

Functioning is human experience in relation to the interactions between health status, and social and environmental contextual factors

Disability ...

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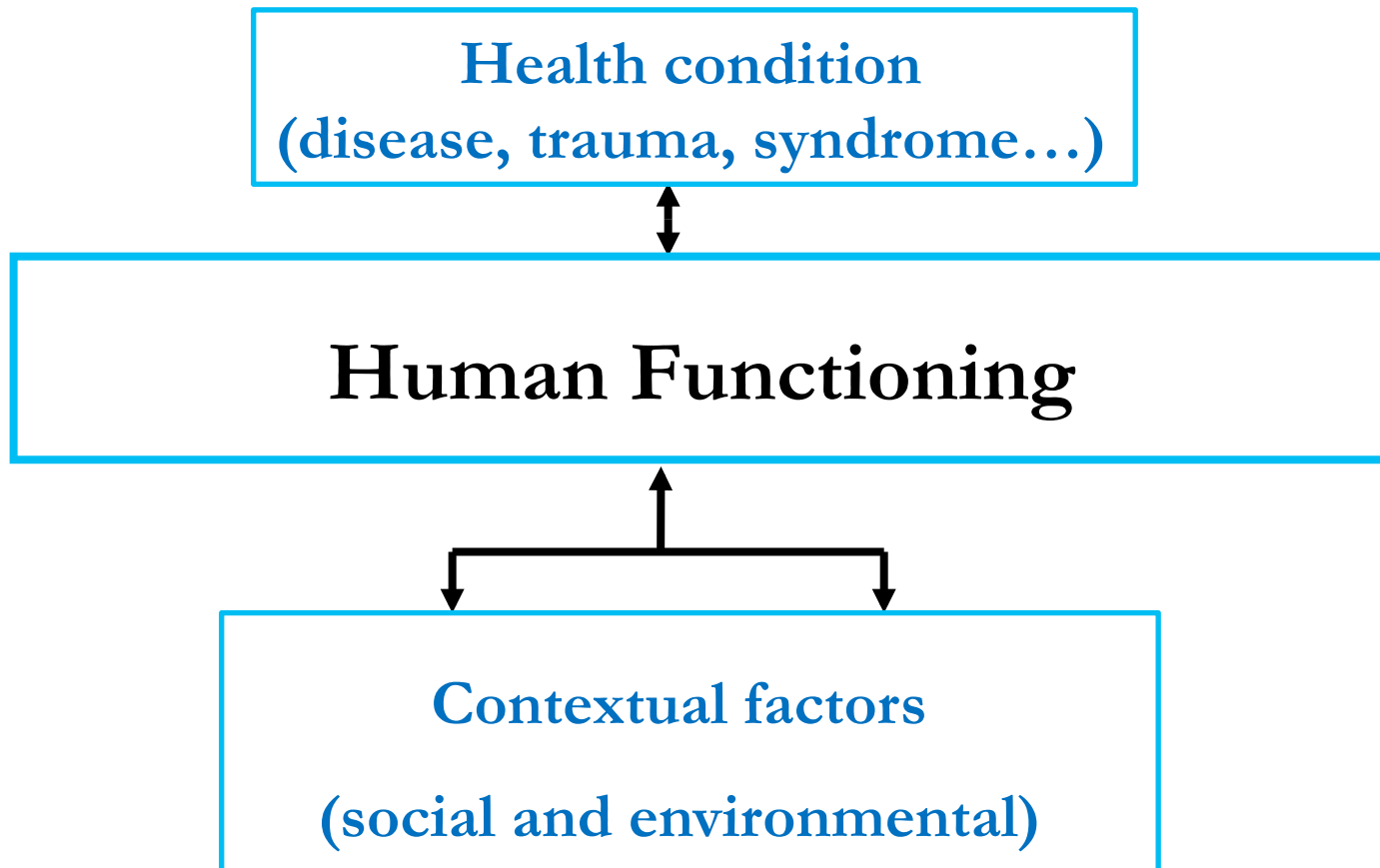
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Disability is human experience in relation to the interactions between health status, and social and environmental contextual factors

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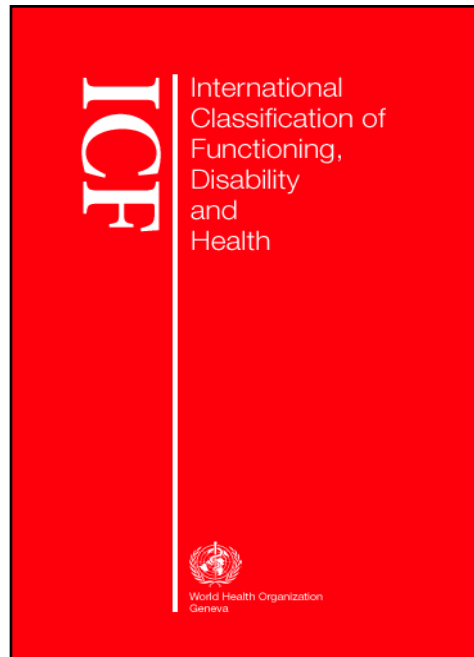
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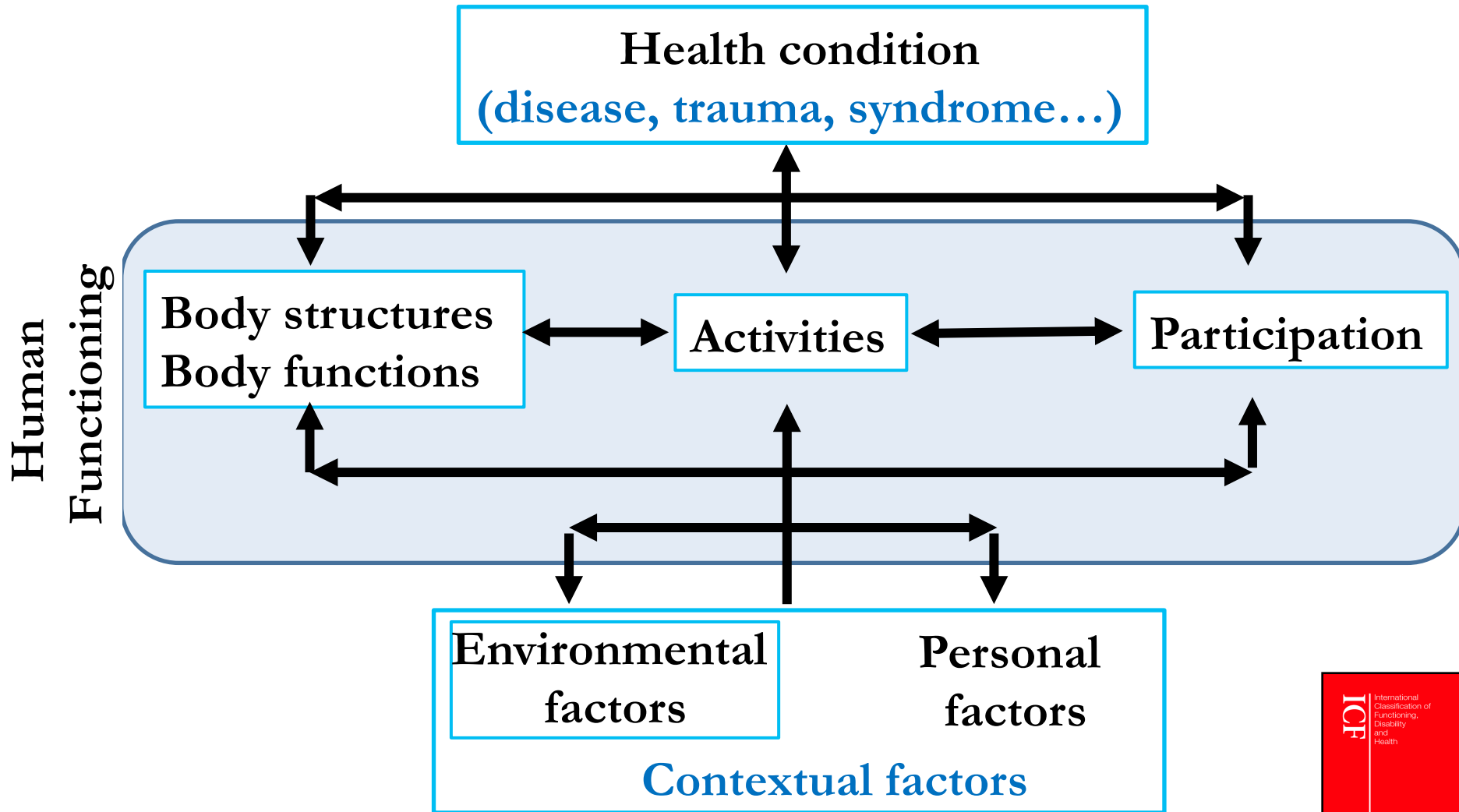
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Human functioning can be described, classified and qualified.



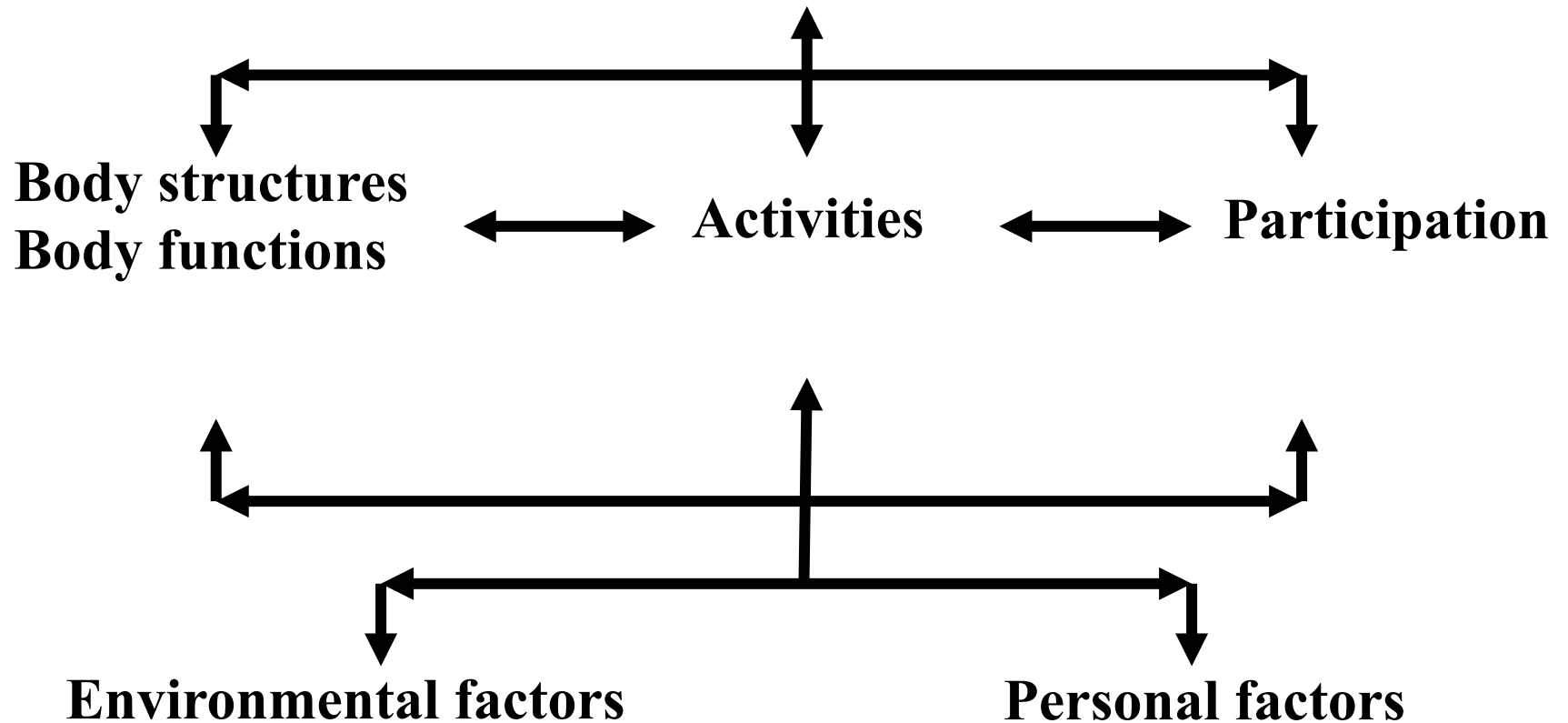
<http://apps.who.int/classifications/icfbrowser/>

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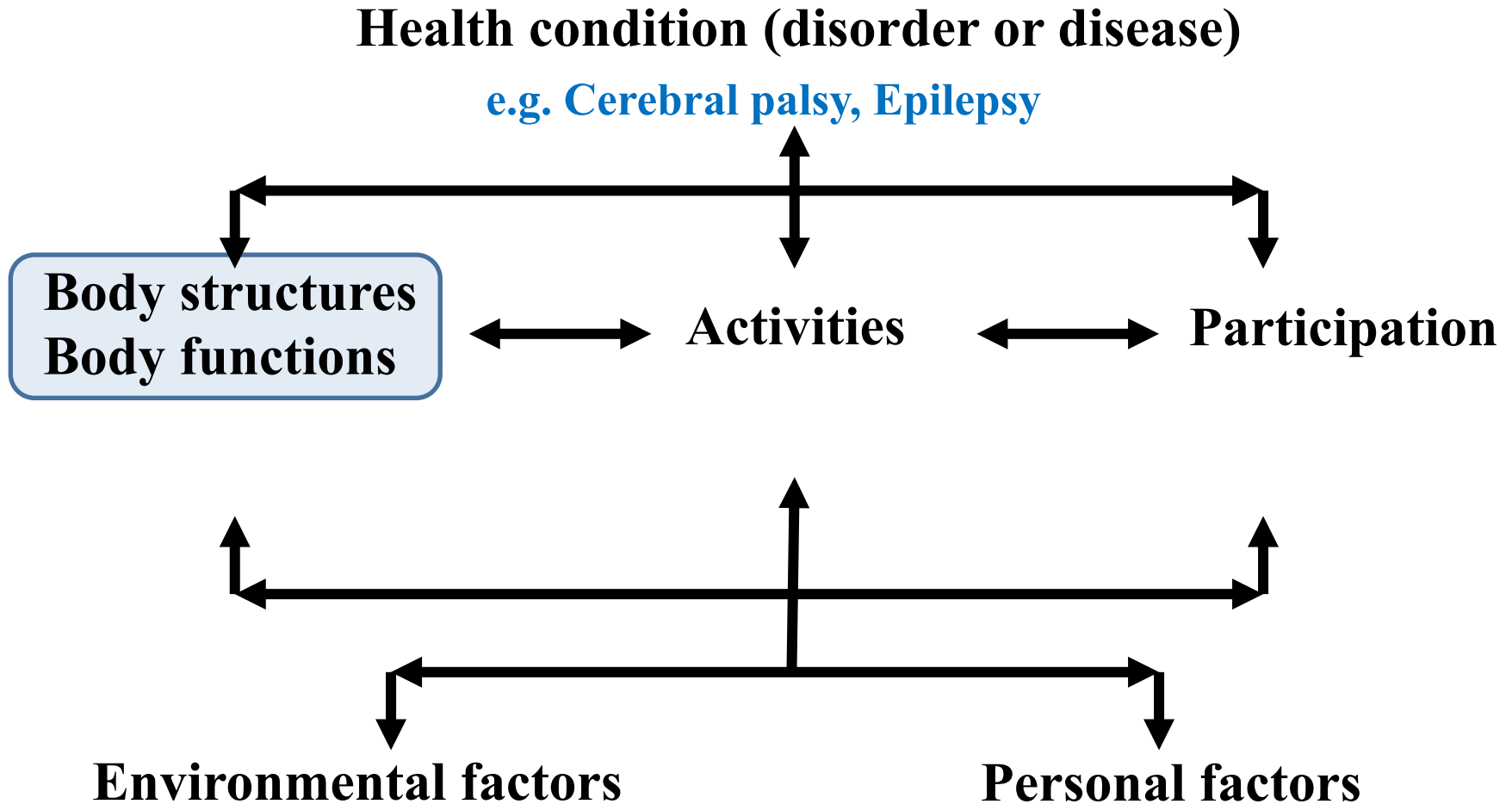


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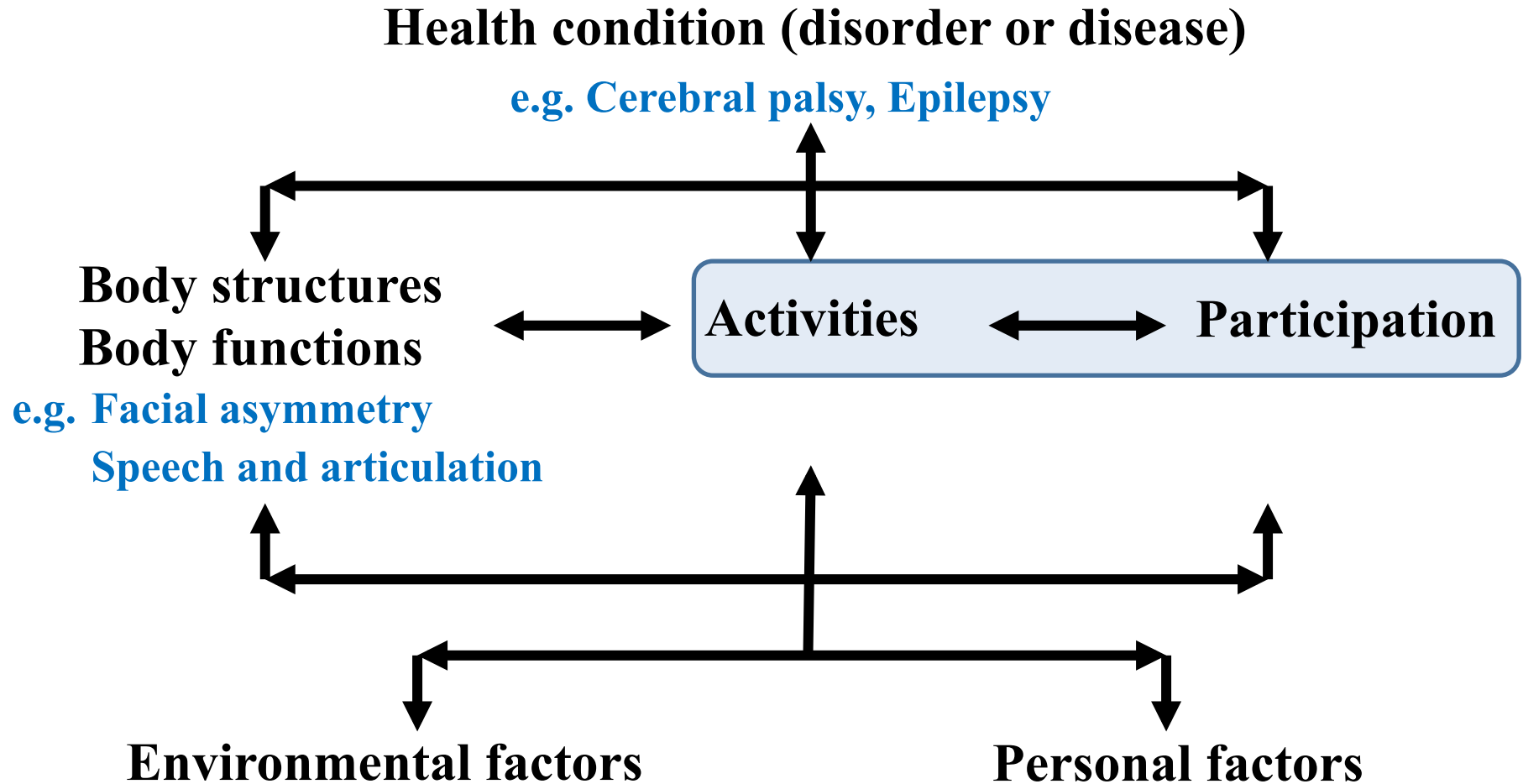
Health condition (disorder or disease)



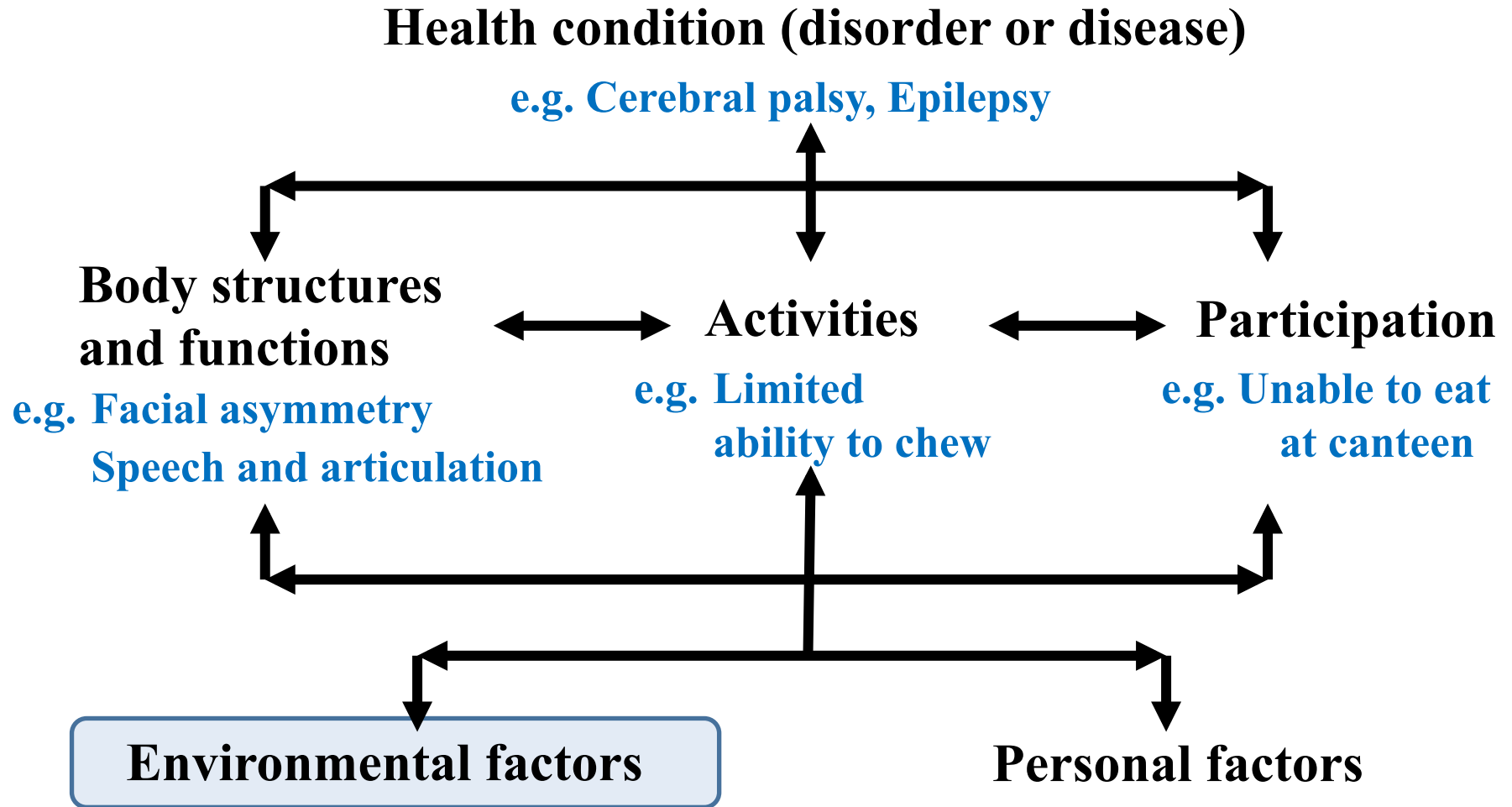
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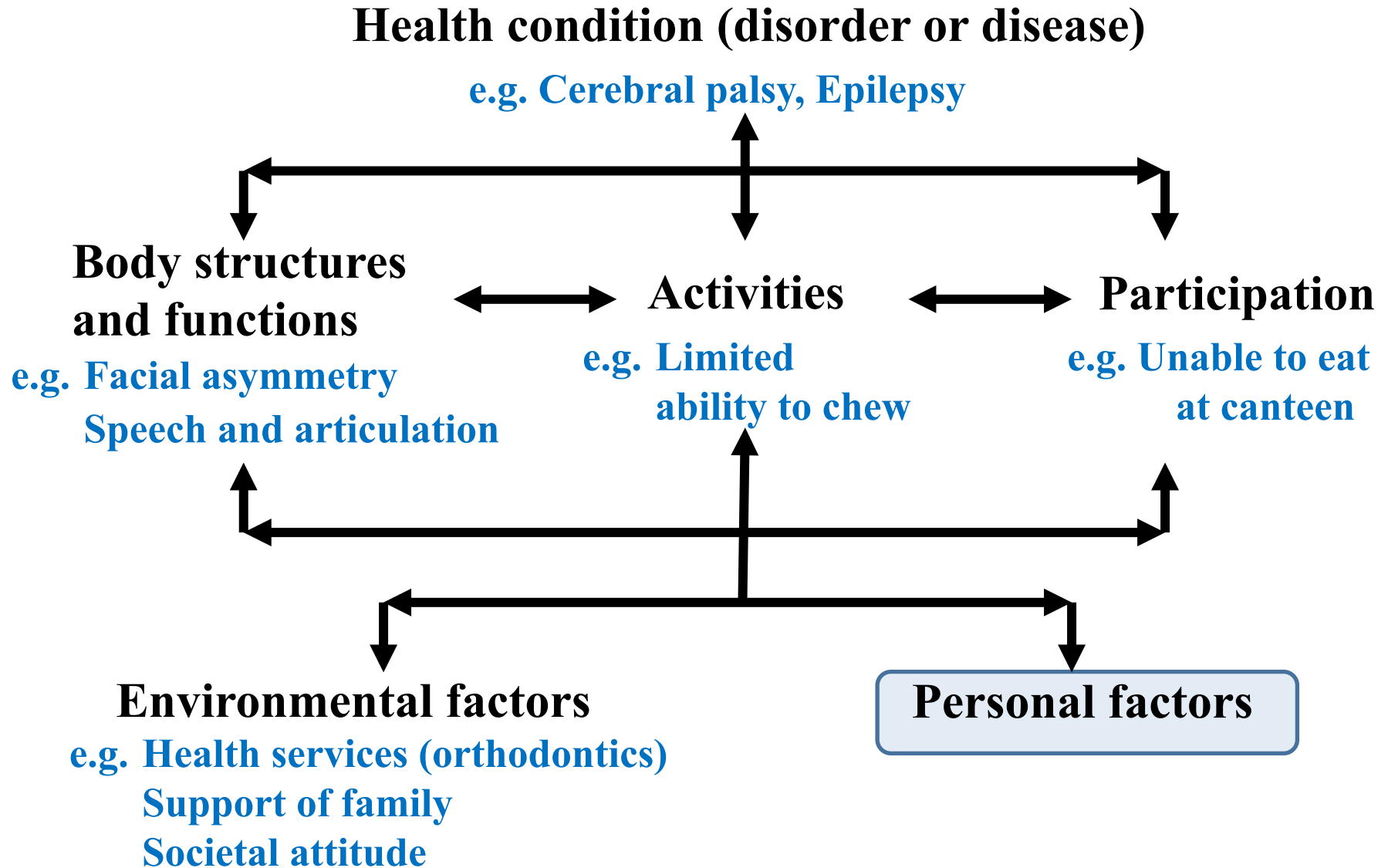
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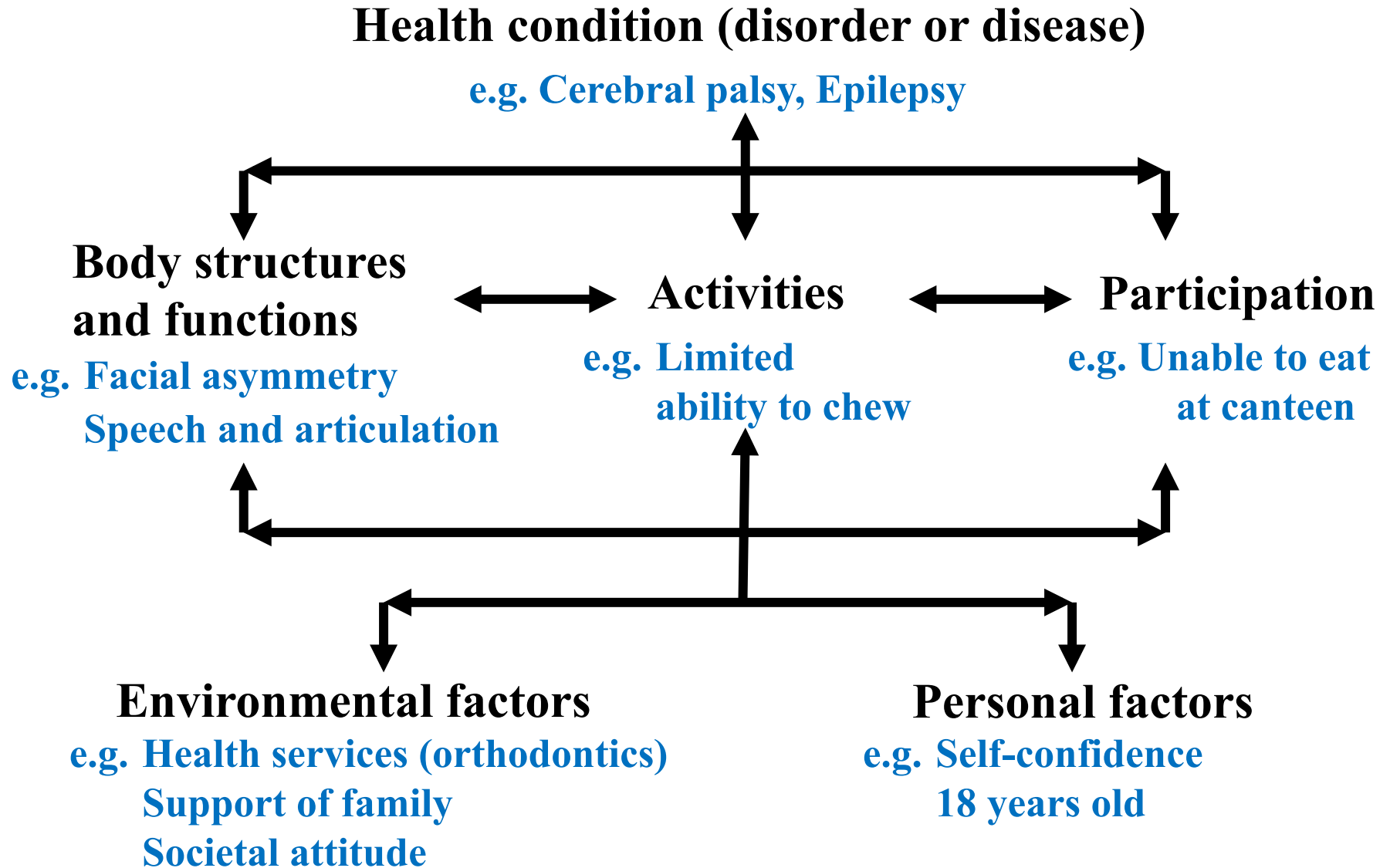
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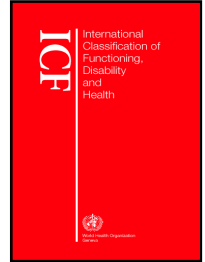
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The International Classification of Functioning, Disability and Health (WHO, 2001).



- **UNIVERSAL** – applicable to any person, at any time, anywhere around the world.
- **Based on the bio-psycho-social model.**
- **Situated outside of the ‘dependency’ model.**
- **International.**
- **Recognised and validated.**
- **Applicable at the individual or the population level.**
- **Uses neutral language.**
- **Developed in collaboration with disability groups.**

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FROM THE DISABILITY PARADIGM TO THE ICF PARADIGM

Paradigm shifts are discreet, implicit, intangible ... but they can rapidly and radically revolutionise thinking and thus action, particularly in terms of attitude, policy, legislation and service provision.

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Education and dissemination of knowledge hold the key to paradigm shift.



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TEACHING WITHIN THE ICF PARADIGM

We can agree to take the jump,
We may have already done so,

BUT how do we **TEACH** it?



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THANK YOU FOR YOUR ATTENTION