

FRENCH TRANSLATION OF THE IADH CURRICULUM IN SCD.

FRENCH TRANSLATION OF THE IADH UNDERGRADUATE CURRICULUM IN SPECIAL CARE DENTISTRY.

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INTRODUCTION

- **Special Care Dentistry is a new and ill-recognised discipline in France**
- **No national guidelines are available for education in SCD**
- **A new pathway of specialty training was created in 2012 entitled ‘Médecine Bucco-Dentaire’, which is concerned with “specific populations, for example with severe disability, multiple medical conditions etc.”**
- **An international curriculum may help guide development of teaching pathways but needs to be language specific and culturally relevant.**

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INTRODUCTION

- **Translation needs to be undertaken following rules of good practice**
- **Useful examples of methodology include a literature review by Acquadro et al. (2008), with a checklist for translations of health related quality of life questionnaires.**
- **Recommended techniques include translation by committee, blind back-translation then word-by word confrontation of the original with the back translation.**

Acquadro C, Conway K, Hareendran A, Aaronson N, ERIQA group. Literature review of methods to translate health-related quality of life questionnaires for use in multinational clinical trials. Value Health 2008;11:509-521.

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METHOD

- Initial committee translation English \longrightarrow French undertaken by an expert committee (one bilingual of French origin; one French expert in dental education fluent in English; one original author bilingual).
- Independent blind back-translation French \longrightarrow English undertaken by a professional British scientific translator.
- Comparison between original document and back-translation, undertaken by expert committee and independent translator.
- Discrepancies were identified and corrected by consensus

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METHOD

Discrepancies were identified and corrected by consensus:

- An error in meaning introduced during the initial translation
→ Correction in final translation by consensus
- Linguistically equivalent words or terms used
→ No correction in final translation

All discrepancies were listed, categorised and the consensus decision noted.

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METHOD

Equivalent words or terms were identified as:

➤ **Vocabulary equivalence**

Single word inexistent so several words used (caregiver)

➤ **Semantic equivalence**

The word has the same meaning (assessment / evaluation)

➤ **Idiomatic equivalence**

An expression is used with the same meaning (lifelong learning)

➤ **Experiential equivalence**

An equivalent term is used that is relevant to the target society
(primary dental care service)

➤ **Conceptual equivalence**

The concept is the same but the words used are different
(person with disability)

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- Certain other terms were identified that did not lead to a discrepancy between the original and the back translation, but that gave rise to discussion
 - e.g. Learning outcomes – ‘pedagogical objectives’
 - e.g. Use of directive verb forms ‘must’ , ‘should’ were considered unacceptable in French so the alternative ‘may’ was used instead.

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RESULTS

- Validated French version of the curriculum with a glossary
- Dissemination to all French dental faculties
- Available on the iADH website www.iadh.org



**Cursus de formation initiale en
soins spécifiques en odontologie**



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DISCUSSION

- Translation is difficult, particularly in relation to national or local service structure and educational system
- Needs conceptual rather than literal translation

Translation is important:

- International recommendations are necessary to guide and encourage educational pathways
- Need to follow holistic ICF paradigm and open horizons
- Translation increases cultural relevance and therefore increases potential application

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THANK YOU FOR
YOUR ATTENTION



Chaîne des Puys
faîçle de Limagne



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