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.
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.

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METHOD

• Initial committee translation English $\rightarrow$ 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 $\rightarrow$ 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
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)
• 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
• 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
THANK YOU FOR YOUR ATTENTION

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