Chapter 6
Scientometric Analysis of Teaching Geriatric Dentistry in Institutions of Higher Education: A Global Perspective

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ABSTRACT

This chapter investigates scientometric analysis of teaching geriatric dentistry in institutions of higher education. The analysis is divided into two components: research on geriatric dentistry and research on teaching geriatric dentistry. The study used Scopus to retrieve published studies on these themes using "geriatric AND dentistry OR teaching" or "geriatric AND dentistry OR education" with 22,707 results. Similarly, the search terms used for the second strand are "teaching AND geriatric AND dentistry" or "education AND geriatric AND dentistry," which gave 516 documents. It was found that a number of authors stand out prominently based on the combination of the number of publications and their citation impact. Many

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indicators of scientometric parameters such as mapping research productivity of countries, influential authors in the field of geriatric dentistry, metrics, etc. were highlighted. Since research in geriatric dentistry is continuous, teaching current trends and learning emerging developments in the field are necessities.

INTRODUCTION

Teaching geriatric dentistry as a sub-field of medicine will continue to witness more recognition and remarkable dimensions as technology advances, ageing process continues, variants of diseases emerge, and perception on how to tackle and care for elderly people's challenges manifests. This is true, as the World Health Organziation (1972) cited in Shah, (2009, p. 20) reiterated "*education is inextricably interwoven with the health services system*", which is more critical in the field of geriatric dentistry where the health of patients and community are tied closely with the education of health professionals. Similarly, graduates are expected to have the mastery of elderly people's health needs, which encompass experience of growing old, knowledge of social, psychological, and economic aspects of becoming old, etc., absence of which can tantamount to committing errors immediately followed with many consequences (Shah, 2009). Furthermore, education involves in-depth theoretical knowledge, clinical skills, and behavioural management of patients, which require students to possess communication, knowledge, technical skills, clinical reasoning, etc. for taking good care of patients (Shah, 2009). Unfortunately, at present, the global population of dentists is not more than 1.6 million personnel where 67% of the Member States report that 5 dentists serve 10 000 population (with 37% indicate to have less than 1) (World Health Organization, 2023). Perhaps this meagre number of dentists is one of the reasons why teachers at primary school who constituted about 23.9 million personnel globally are thought to be the best instruments to instil healthy preventive oral habits through imparting lessons on hygiene to infants and students in schools (Reddy et al., 2019). Despite this strong strategy, in 2019, World Oral Day campaign reached out only to 2.8 billion people globally (FDI, 2019), which is less than ½ of the world population. This occurs despite oral diseases pose serious chronic diseases with public concerns because of their prevalence, cost of treatment, and impact on individual and society (WHO, 2023). To bring to the limelight of audience, dental care system in most countries does not have the needed infrastructure to cope with the demands of oral healthcare, which challenges them to come up with machineries capable of formulating strategies to integrate oral health with general health policies (WHO, 2023). For instance, in