SCHOOL OF DENTISTRY

Professionalism and the Foundations of Dental Practice

(PFDP)

YEAR 1

COURSE HANDBOOK

2014-15
INTRODUCTION

In year 1 you will undertake an integrated module called Professionalism and the Foundations of Dental Practice. This is a 40 credit module. The main themes you will cover are:

- Learning & Professionalism
- Law & Ethics in Dentistry
- Clinical Dentistry
- Behavioural Science

This module has been introduced this year to reduce the considerable overlap and duplication of assessments. Integration of the previous modules will provide an opportunity for critical reflection and the application of ethics and behavioural science to clinical observations.

Module Description

This module introduces students to clinical dentistry, professional learning, the legal and ethical framework for professional dental practice and the basic concepts of sociology and communication in a healthcare setting. The overall aim of this module is to prepare students to undertake a professional clinical qualification by facilitating the development of professional and learning behaviour and to know their responsibilities as a member of the dental profession. The module provides a foundation for the various skills, attitudes and knowledge required for clinical practice.

There is emphasis on independent study and reflective learning in order that students consolidate their learning from clinical observations and lectures, and to prepare for small group practical teaching sessions.
Module leads

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External Examiners

- Dr Heather Buchanan
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  - 2011-2015

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  - Director of Undergraduate Dental Studies
  - Peninsula Dental School
  - Plymouth University Peninsula Schools of Medicine and Dentistry
  - 2011-2015

- Ms Sheila Oliver
  - Clinical Lecturer and Director of Assessment
  - University of Cardiff
  - 2012-2016
THEMES

Learning & Professionalism
This aspect of the module aims to prepare students for the nature of the learning processes in which they will be involved during the BDS programme and clarifies their responsibilities in relation to those processes. Students will be introduced to the various resources available to them as members of the University of Birmingham and an introduction will be given regarding the use of evidence in Dentistry and its importance. Plagiarism is discussed and students are shown how to use resources and reference other people’s work appropriately. Students will also be shown how to prepare word processed documents and how to use presentation software effectively and professionally.

Clinical Dentistry
An introduction into the practice of clinical dentistry will be given. Students will learn about the various clinical specialties and procedures that are carried out. This will prepare students for the clinical dentistry observation sessions where first year dental students will observe senior dental students and qualified dentists treating patients. Each student will learn about a team approach to patient care in dentistry and consolidate this information with clinical observation sessions to help obtain an appreciation of all members of the dental team and their importance to clinical dentistry. Basic skills in infection control, charting a mouth, chair-side assistance and shaping restorations will be taught and practiced to prepare students for the clinical years ahead.

Ethics & Law
This section of the module will introduce students to a comprehensive range of ethical and legal problems that arise in clinical practice. Dental students need to know how to recognise an ethical problem, how to analyse it in an orderly and rational way and to know what constitutes a good ethical reason and what does not. You need to understand the complexity of ethical decision-making and be able to present your own viewpoint and decisions confidently while at the same time remaining respectful of the views of others. This is not a course in moral philosophy, but an understanding of the ethical principles and theories that underpin the framework for analysis is essential. The course seeks to heighten your awareness and to raise your sensitivities to ethical and legal issues. It should encourage your reflection on your own values and help you to understand the values of others better. You will be given additional teaching materials to accompany this part of the module.
Behavioural Science

Behavioural Science as applied to dentistry is concerned with the relationship between oral health, the behaviour of patients & dentists and the factors that underpin this behaviour. Dental diseases are behavioural in nature; in other words the state of our mouth is directly related to the food and drink we consume, the way we look after our teeth and gums and the decisions we make about visiting the dentist. The purpose of the course is to help you understand the social environment in which you will be living and practising dentistry and to understand other perspectives of oral health issues besides your own; to see yourself and your service as others may see it. In addition, you will gain an insight into psychological principles as applied to the management of dental patients.
PREPARING FOR PRACTICE

The General Dental Council’s new guidance ‘Preparing for Practice: Dental team learning outcomes for registration’ (2012) identifies the skills required from dental students at the end of their training and allocates them into four domains: Clinical; Communication; Professionalism and Management & Leadership. GDC standards relating to the module are:

1.1.1 Explain and evaluate the principles of an evidence based approach to learning and professional practice.
1.5.3 Explain the principles of obtaining valid patient consent.
1.8.4 Explain the responsibilities and limitations of delegating to other members of the dental team.
2.1 Discuss the basic principles of a population health approach including demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health, and the ways in which these are measured and current patterns.
2.2 Describe the dental and wider healthcare systems dental professionals work within including health policy and organisation, delivery of healthcare and equity.
2.5 Explain the principles of planning oral health care for communities to meet needs and demands.
3.1 Communicate appropriately, effectively and sensitively at all times with and about patients, their representatives and the general public and in relation to:
   - patients with anxious or challenging behaviour.
   - referring patients to colleagues, particularly where patients are from diverse backgrounds or there are barriers to patient communication.
   - difficult circumstances, such as when breaking bad news, and when discussing issues, such as alcohol consumption, smoking or diet.
3.2 Recognise the importance of non-verbal communication, including listening skills, and barriers to effective communication.
4.4 Communicate appropriately and effectively in professional discussions and transactions within the health and other sectors.
5.1 Communicate appropriately, effectively and sensitively by spoken, written and electronic methods and maintain and develop these skills.
5.5 Recognise and act within the principles of information governance.
6.5 Recognise and respect the patient’s perspective and expectations of dental care and the role of the dental team, taking into account issues relating to equality and diversity.
7.1 Recognise and act within the GDC’s standards and within other professionally relevant laws, ethical guidance and systems.
7.2 Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients.
8.1 Describe and respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team.
8.3 Explain the contribution that team members and effective team working makes to the delivery of safe and effective high quality care.
9.1 Recognise and demonstrate own professional responsibility in the development of self and the rest of the team.
9.3 Explain the range of methods of learning and teaching available and the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning.
9.5 Recognise and evaluate the impact of new techniques and technologies in clinical practice.
9.7 Explain and demonstrate the attributes of professional attitudes and behaviour in all environments and media.
10.2 Effectively manage their own time and resources.
10.3 Recognise the impact of personal behaviour on the healthcare environment and on wider society and manage this professionally.
10.6 Take responsibility for personal development planning, recording of evidence, and reflective practice.
11.2 Recognise and respect own and others’ contribution to the dental and wider healthcare team and demonstrate effective team working, including leading and being led.
11.5 Recognise and comply with the team working requirements in the Scope of Practice and Standards documents.
11.8 Recognise the need to ensure that those who raise concerns are protected from discrimination or other detrimental effects.

In addition, you will learn the principles underpinning the Communication domain and elements contributing to Professionalism and Management and Leadership domains.
LEARNING OUTCOMES

On successful completion of the module, students will be able to:

1. Recognise the role of the General Dental Council.
2. Describe the legal and ethical responsibilities of the dental team.
3. Explain the clinical roles of members of the dental team.
4. Describe the skills necessary to practise clinical dentistry, terminology associated with common dental diseases and the scope of the different dental specialties.
5. Explain and evaluate the principles of providing safe and responsible care to patients taking into account issues relating to equality and diversity.
6. Recognise the impact of personal behaviour on the healthcare environment and on wider society.
7. Describe and demonstrate independent learning.
8. Demonstrate critical reflection.
9. Describe, evaluate and demonstrate various verbal and non-verbal communication techniques.
10. Demonstrate an understanding of the contribution of sociological theory to healthcare practice.
READING & RESOURCES

Theme: Learning & Professionalism
- School of Dentistry Core Teaching Documents: http://www.dentistry.bham.ac.uk/ecourse/pages/page.asp?pid=391
- School of Dentistry General Pages: http://www.dentistry.bham.ac.uk/ecourse/pages/page.asp?pid=1431
- University of Birmingham Personal Skills Award: http://www.as.bham.ac.uk/psa/index.shtml
- University of Birmingham Student Volunteering: http://www.birmingham.ac.uk/community/region/volunteering.aspx
- University of Birmingham Support for Students: http://www.as.bham.ac.uk/support/index.shtml

Theme: Clinical Dentistry
- Basic clinical dentistry information on the School of Dentistry ecourse: http://www.mecourse.com/ecourse/pages/page.asp?pid=3731
Theme: Ethics & Law


Theme: Behavioural Science


Additional Recommended Reading

- Other suggested titles which you may wish use as further reading include:
  - NHS The Information Centre Adult Dental Health Survey 2009 – Summary report and thematic series 2011
    http://www.hscic.gov.uk/pubs/dentalsurveyfullreport09
LECTURE & SMALL GROUP TEACHING LIST
BY THEME

General
L: Introduction to the Module (KH, UP) 1 hour
Introduction to the aims and objectives of this module and what learning sessions to expect. The place of the undergraduate course as the first stage of career long dental education. Intellectual skills and professional attitudes as important an outcome of the course as basic concepts. The role of this module in developing skills needed on the BDS programme as a whole. Outline of course especially first year.

L: Examination Structure & Revision Session (KH, UP) 1 hour
This session runs through the exam structure and recaps on the materials covered in this module.
PFDLP Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Learning & Professionalism
SGT: Library Services: Library Induction (SS) 1 hour (2 groups at a time)
Introduction to the Barnes Library, information on opening hours, borrowing procedures, reservations, short loan collection, fines and discipline. Structure of resources, covering different types of literature, including books and journals. Using the subject index and library catalogue. Finding journals in the library.
PFDLP Learning Outcomes: 6, 7, 9

SGT: Library Services: Email, Searching for Information & Referencing (SS) 2 hours (1 group)
Students will be given a basic introduction to University email. All new students are given a central email address when they start at University. This exercise aims to encourage them to make effective use of it and its importance as a communication tool between the University and its staff and registered students. Protocols for internet use and how to search for information relevant to the studies towards the BDS degree programme.
PFDLP Learning Outcomes: 7, 9
L: Information Communication Technology (ADW) 1 hour
To be competent using Information and Communication Technologies in Dentistry and the School of Dentistry. To have knowledge on the use of IT and its impact in Dentistry. To be familiar with the various rules and regulations associated with IT. To be competent in searching the Internet and making it work for the student.
PFDP Learning Outcomes: 6, 7, 9

L: Getting the most out of your lectures (HC) 1 hour
This session will help you to improve your note taking skills, and learn how to engage with and use your lectures as the basis for your studies.
PFDP Learning Outcomes: 7

L: Critical and reflective thinking (HC) 1 hour
This session will explore how to reflect on your own practice or observations, how to make links between theory and practice, and ways to improve your analytical and problem-solving skills.
PFDP Learning Outcomes: 7, 8

L: Writing skills for academic assignments (HC) 1 hour
This session will offer tips for improved academic writing, including strategies for writing in an appropriate, well-structured, clear and concise way.
PFDP Learning Outcomes: 7, 9

SGT: Practical IT Skills: Microsoft Word & PowerPoint (MS) 1.5 hours (1 group at a time)
Students will be taught how to use the basic features of Microsoft Word and PowerPoint to produce professional word-processed documents and presentations.
PFDP Learning Outcomes: 9

L: Introduction to Evidence Based Dentistry (DW) 1 hour
This lecture introduces the concept of evidence based dentistry and demonstrates its importance in providing safe and responsible care to patients.
PFDP Learning Outcomes: 5, 7
L: Learning Through Volunteering (DW) 1 hour
This lecture demonstrates the variety of opportunities available to provide volunteering services with the support of the University of Birmingham and what the student can gain from providing these services.
PFDP Learning Outcomes: 6, 7

L: Professional Learning (KH) 1 hour
This lecture will describe life-long learning and its relevance to dentistry. It will tackle the various methods that can be employed to help a University student to learn and stresses the professional nature of taking ownership for the students own learning to provide safe and responsible care to patients.
PFDP Learning Outcomes: 4, 5, 7, 8

SGT: Professional Learning Practical (KH) 1 hour (2 groups at a time)
The session builds upon the lecture above and allows the student to demonstrate learning skills and guides the student to find their best method of learning.
PFDP Learning Outcomes: 4, 5, 7, 8

L: Coping with Stress and University Support (KH) 1 hour
Moving to university can cause general life problems/stresses as well as educational stress. Effective and ineffective personal coping mechanisms. Recognition of importance of peer support in reducing stress. Importance and willingness to seek help. Introduction to tutor systems and role in providing pastoral care as well as educational support. Confidentiality assured. Alternative sources of advice through the Student Guild and University Counselling service.
PFDP Learning Outcomes: 4, 6, 9

L: Learning through Statistics (VR) 1 hour
This lecture will introduce basic concepts in applied statistics such as measure of central tendency (mean, median, etc.) and different types of data (categorical, numerical, etc.). The application of graphs for presenting data will also be discussed.
PFDP Learning Outcomes: 7, 8, 9

SGT: Learning through Statistics (VR) 1 hour (2 groups at a time)
The session builds upon the lecture above and allows the student to demonstrate learning through the use of statistics.
PFDP Learning Outcomes: 7, 8, 9
Clinical Dentistry

L: Structure of the UK Dental Services & Patient Pathways (DW) 1 hour
This lecture provides an overview of the way in which dentistry in the UK is delivered and how patients access and move through different dental services. The patient journey varies depending on treatment needs and patient factors and this will be explored along with a brief outline of changes which are likely to happen in the future.
PFDP Learning Outcomes: 3

L: Pre-Clinical & Clinical Interface (IC) 1 hour
This lecture will introduce the student to clinical dentistry. It will provide an overview of the relevance of studies in the basic biological science to day-to-day clinical dental practice. The lecture will also provide an overview of the clinical dental specialty departments available in the dental hospital where patients can receive treatment; emergency admissions, general anaesthesia, oral surgery, periodontology, oral medicine, paediatrics, orthodontics, prosthetic and conservative dentistry.
PFDP Learning Outcomes: 3, 4, 5

L: The Dental Team (UP & members of the dental team) 1 hour
This lecture will introduce the different members of the dental team; dentist, nurse, therapist, technician, receptionist & patient. Each team member will describe their roles and demonstrate how they work as a team to provide safe and responsible care to patients.
PFDP Learning Outcomes: 2, 3, 4, 5, 9

L: Modern Dentistry and Patients (LM) 1 hour
This lecture will provide an overview of how dentistry has evolved over time. The advances in dentistry will be discussed and the technology now available. How the patient fits in to clinical dentistry and the importance of treating people as the whole person, rather than just the tooth.
PFDP Learning Outcomes: 4, 5

L: Infection Control in Dentistry (FB) 1 hour
This lecture will provide an overview of the infection control policies and protocols in place at Birmingham Dental Hospital. It will discuss the importance of following these measures whilst in clinical/patient areas of the building, and how they act to provide safe and responsible care for patients.
PFDP Learning Outcomes: 2, 3, 4, 5, 6

L: Clinical Observations & Preparing the Workbook (UP, KH) 1 hour
This lecture will provide guidance on how to carry out clinical observations and when preparing the workbook.
PFDP Learning Outcomes: 6, 7, 9

L: Children in Dentistry (KC) 1 hour
This lecture gives an overview of providing dental care for children. Differences with adults will be discussed as well as management strategies to ensure safe and responsible care can be provided for this group of the population.
PFDP Learning Outcomes: 4, 5

OBS: Clinical Dentistry Various Specialties (Various) 5, 3.5 hour clinical observations
Admissions, General Dental / Clinical Practice, Oral Surgery, Paediatrics, Outreach
Students will have the opportunity to observe senior students and staff provide dental care for patients on the departments above. Students will be expected to make notes on their observations whilst on clinic to help them complete the workbook assessment for the module.
PFDP Learning Outcomes: 2, 3, 4, 5, 6, 7, 8, 9

L: Introduction to Dental Charting & Chair-Side Assisting (UP) 1 hour
This lecture will provide a basic overview of recording hard dental tissues (charting) and the skills required to assist a dentist with clinical work.
PFDP Learning Outcomes: 2, 3, 4, 5

SGT: Dental Charting, Chair-side Assisting & Infection Control Practical (UP, KH) 1 hour
This practical session will pair up two students with a 5th year dental student. Junior students will be able to demonstrate assisting by recording a chart and aspirating water and saliva from a mouth in a clinical situation.
PFDP Learning Outcomes: 2, 3, 4, 5

Assist: GDP Clinic Assist to 5th year dental students (Various) 5, 3.5 hour clinical assist sessions
Students will have the opportunity to assist senior students providing dental care for patients on the General Dental Practice department. Students are expected to use skills learnt to contribute to the provision of patient care.
PFDP Learning Outcomes: 2, 3, 4, 5, 6, 7, 8, 9
SGT: Introduction to Dental Technical Skills – Casting & Articulation (PM, PW) 3.5 hours (1.5 groups at a time)

Students will undertake the practical task of casting a dental stone cast and in pairs, articulate an upper and lower dental stone model in occlusion on an articulator.

PFDP Learning Outcomes: 3, 4

**Law & Ethics in Dentistry**

L: Introduction to Law & Ethics in Dentistry (KH) 1 hour

By the end of this lecture you will begin to differentiate between three theoretical frameworks commonly used in bioethics: deontology, utilitarianism and virtue theory. Be in a position to describe Beauchamp and Childress's 'Four Principles' of health care ethics - autonomy, beneficence, non-maleficence and justice. Begin to understand the difference between civil law and criminal law. Begin to consider the various regulatory mechanisms which control professional practice begin to realise that law, ethics and self-regulation must be questioned and analysed with regard to the appropriateness of its control.

PFDP Learning Outcomes: 1, 2, 5

L: Consent I The Competent Patient (RD) 1 hour

At the end of the session students will understand the ethical and legal significance of consent. Identify the elements of informed, valid consent. Recognise the distinction between paternalism and proxy decision-making. Distinguish between Deontological and Utilitarian justifications for the gaining of consent. Demonstrate an understanding of the practitioners duty of care. Distinguish between the tort of battery and acts of negligence as it relates to consent.

PFDP Learning Outcomes: 1, 2, 5

L: Consent II: The Incompetent Patient (OA) 1 hour (1.5 groups at a time)

This session will address the difficulties that arise when a patient is unable to consent to a proposed dental procedure. Generally speaking, as we have seen in the previous session, it is unlawful to treat a patient who has not consented to treatment. Any treatment without consent would normally constitute a trespass to the person, in other words battery. So how should a practitioner proceed when the patient is unconscious, young, mentally incapacitated or perhaps just very confused?

PFDP Learning Outcomes: 1, 2, 5

SGT: Consent (KH/RD) 1 hour

Work through case scenarios to consolidate your learning from the lecture material.
PFDP Learning Outcomes: 1, 2, 5
L: Confidentiality (ADW) 1 hour
At the end of this session students will: recognise the importance of confidentiality in the dentist-patient relationship. Understand the legal and ethical obligation to maintain confidentiality. Describe the limits to confidentiality as set out by the General Dental Council. Understand the students’ obligations with regard to information learned about patients in the clinical setting.
PFDP Learning Outcomes: 1, 2, 5

L: Negligence (RD) 1 hour
At the end of this session, students will be able identify the three elements (duty of care, breach of duty and causation) necessary to establish negligence. Demonstrate an understanding of these elements. Consider the professional responsibility of disclosing mistakes and apologising
PFDP Learning Outcomes: 1, 2, 5

SGT: Confidentiality and Negligence (RD/KH) 1.5 hours
Work through case scenarios to consolidate your learning from the lecture material.
PFDP Learning Outcomes: 1, 2, 5

L: Ethics and Law of Health Research (IC) 1 hour
At the end of this session students will be able to consider the notion of dental research and what it entails. Begin to understand the tension between the interests of future and current patients posed by research. Begin to understand what is meant by independent ethical review and why it is required. Review notions of consent (as they pertain to research). Begin to understand the legal limitations on scientific research
PFDP Learning Outcomes: 1, 2, 5

L: Truth-telling and Whistle Blowing (JB) 1 hour
At the end of this session, students will begin to understand the significance of truth-telling in the dentist-patient relationship. Recognise the ethical obligations of disclosure of information. Begin to formulate deontological and utilitarian arguments for telling the truth. Understand the importance of sensitivity in disclosing bad news. Recognise the distinction between lying and not telling the truth
PFDP Learning Outcomes: 1, 2, 5
SGT: Truth-telling and Whistle Blowing (JB/KH) 1 hour
Work through case scenarios to consolidate your learning from the lecture material
PFDP Learning Outcomes: 1, 2, 5

L: Poor Performance (JB) 1 hour
By the end of this session you will understand that poor performance is an issue for everyone; our profession, our patients and individual members of the dental team. Most health care professionals practise to a high standard but there are times when some may work in ways that pose a serious risk to patient safety. In most instances poor performance is unintended. It may be the result of illness, professional isolation, overwork or a number of other contributory factors, but it must be addressed.
PFDP Learning Outcomes: 1, 2, 5

SGT: Poor Performance (KH/JB) 1 hour
Work through case scenarios to consolidate your learning from the lecture material
PFDP Learning Outcomes: 1, 2, 5

L: Business Ethics (JB) 1 hour
By the end of this session students will understand that business ethics is concerned with the conduct of individuals (dental professionals) and the organization.
PFDP Learning Outcomes: 1, 2, 5

SGT: Business Ethics (KH/JB) 1 hour
Work through case scenarios to consolidate your learning from the lecture material
PFDP Learning Outcomes: 1, 2, 5

**Behavioural Science**
L: Introduction to Barriers to Dental Care (KH) 1 hour
Introduces the topic and explains what the barriers to dental health care are. Key message: Examine barriers to dental health and how they affect dental health.
PFDP Learning Outcomes: 1, 2

L: Barriers to Dental Care - Access & Image of the Dentist (KH) 1 hour
Examines the concept of access to NHS dental care and how the behaviour of the dentist impacts on patient care. Key message: Look specifically at access to NHS dental care and the image of dentistry.
PFDP Learning Outcomes: 1, 2

L: Barriers to Dental Care - Dental Anxiety (KH) 1 hour
Dental anxiety will be introduced in the lecture, specifically looking at the definitions of fear, anxiety and phobia and the possible causes. Key message: Dental anxiety as a barrier to dental care.
PFDP Learning Outcomes: 1, 2

SGT: Barriers to Dental Care Practical (KH) 1 hour (1 group at a time)
Examines the concepts discussed in the lectures.
PFDP Learning Outcomes: 1, 2

L: Measurements of deprivation and social class (VR) 1 hour
This lecture will look at measurements of deprivation and social class in health service and dental research. Key message: Students should gain an understanding of the different measures of deprivation and social class and also understand some of the pitfalls.
PFDP Learning Outcomes: 2

L: Introduction to inequalities in health (VR) 1 hour
This lecture highlights the presence of inequalities in health and health care. Further, related examples will be provided from health and oral health inequalities in the UK. Key message: Population health is not determined only by individual choices but also is influenced by financial, educational and social background. Despite great achievements with regard to improvement of health in the UK, people from lower social positions still suffer from major health related problems.
PFDP Learning Outcomes: 2

SGT: Social inequalities in health and oral health care (VR) 1 hour
Students will work in groups to discuss concepts introduced in the lecture.
PFDP Learning Outcomes: 2

L: Attitudes to dental health (KH) 1 hour
Social psychology, particularly the relationship between beliefs and attitudes to dental health behaviour. Key message: To examine how different classes’ attitudes affect dental health.
PFDP Learning Outcomes: 2, 3
L: The family and dental health (KH) 1 hour
Socialisation and the family are introduced. Key message: The interplay between different family units and oral health
PFDP Learning Outcomes: 2

L: Ethnicity, culture and dental health (KH) 1 hour
Ethnicity, culture and dental health will be discussed during the lecture. Key message: Students will be encouraged to discuss their own cultural backgrounds, how it may be linked with oral health and how the terms such as ethnicity, culture and race change over time.
PFDP Learning Outcomes: 2

L: Introduction to Communication Skills (KH) 1 hour
Communication skills are relevant in the clinical setting because when working to improve the health of individual it is useful to get their cooperation. The ability to develop relationships with patients will not only help in managing patient behaviour, it will also assist in providing for their social and psychological needs. Verbal and non-verbal models of communication are examined during this lecture. Key message: Good communication is the key to the dentist-patient relationship.
PFDP Learning Outcomes: 1

SGT: Communication Skills: Questioning/verbal and non-verbal (KH) 1.5 hours (2 groups at a time)
Students will be given the opportunity to use the communication skills discussed in the lecture.
PFDP Learning Outcomes: 1

SGT: Communication Skills: Role simulation (DW/RP/KH) 2 hours (1.5 groups at a time)
Students will have an opportunity to practice communication skills in a variety of scenarios with professional role-players. Key message: Good patient communication skills underpin successful dental practice.
PFDP Learning Outcomes: 1
INFORMATION GOVERNANCE

Why is Information Governance (IG) important?
Information Governance ensures the appropriate use of information. Registered students of the University of Birmingham with access to NHS patient information should undertake appropriate information governance training.

To access the Information Governance (IG) Training Tool follow the steps below:
Also on ecourse page: http://www.mecourse.com/ecourse/pages/page.asp?pid=4126

1. Go to the web address: https://www.igtt.hscic.gov.uk/igte/index.cfm. This will open a new page to the IG Training Tool hosted by the NHS.

2. In the 'New users' box at the bottom right of the page, click on 'Register now'.

3. In the field 'Organisation search', enter the code: 8HL72 and select 'University of Birmingham' in the box below. Click 'Next'.

4. In the field 'Select your Job role', select Clinical - other. In the field 'Enter your Employee number, if known (recommended)', enter YOUR student ID number. Click 'Next'.

5. Complete your personal details ensuring you use your University email address. Click 'Next'.

6. Complete setting up your account details and once complete you will receive an email and you will be asked to log in to the IG Training Tool.

7. Once logged into the IG Training Tool, click on the 'Learning tools' tab (third from the left).

8. Work your way through the 'Recommended' resources and remember to print and keep your certificates as you complete the modules.

If you have any problems, please contact Prof Giles Perryer (d.g.perryer@bham.ac.uk) or Mr Upen Patel (u.s.patel@bham.ac.uk)
ASSESSMENTS

There are 3 components to the summative assessments for this module:

- **Written Examination:** 60% (MCQs & SAQs)
- **Clinical Workbook:** 30%
- **Group Presentation:** 10%

Students must achieve a minimum of 40% in each of the summative assessments; Written Examination, Clinical Workbook, Group Presentation. Failure to achieve the minimum 40% in any of the 3 components of the module will require the student to undertake a reassessment of that component.

Where **reassessment** is required, one or more of the following will be undertaken:
- Examination: MCQ, EMQ, SAQ
- Resubmission of Clinical Workbook
- Resubmission of Individual Presentation

### 1. WRITTEN EXAMINATION

The written examination is worth 60% of the overall module mark. The questions will be a mixture of Multiple Choice Questions / Extended Matching Set Questions and Short Answer Questions. The examination paper will cover the form main themes of the module.

- Learning & Professionalism
- Law & Ethics in Dentistry
- Clinical Dentistry
- Behavioural Science
2. CLINICAL WORKBOOK

The Clinical Workbook must be submitted both electronically AND via a paper hard copy which includes signatures of attendance and hand-written notes from the clinical observations. You will also need to include the Information Governance Training Certificate which you will receive once you have completed the online Information Governance Training Course (http://www.mecourse.com/ecourse/pages/page.asp?pid=4126).

Failure to submit both electronic and paper hard copies by the set deadline will result in a penalty. 5% of the awarded mark will be deducted for each day late or part thereafter.

Submission Guidelines

- Use **10pt Arial** font for your text.
- The printed word processed version of the workbook ‘hard copy’ must be presented in a plastic A4 cover described in stationary catalogues as a “report file”.
- Report files must have a completely transparent front cover.
- Your original hand written notes, attendance signature sheet and the Information Governance Training Certificates must also be submitted in the same report file in the order indicated by the contents page.
- A word count should be placed clearly at the end of each question.
- Anonymous marking is undertaken and therefore your documents must be saved and submitted in the following way:
  - As a word document with the simple title of your candidate number only.
  - You **must not insert your name** anywhere in the document.
  - It should then be submitted by email to colmds-c-bdselec@adf.bham.ac.uk as an email attachment, not in the main body.
- Subject of email should be as follows:
  - BDS ‘add your year’ – ‘module name (e.g. PFDP)’ – ‘your student ID number’
- Content of email: a brief note with your name and student ID - **Remember, this is the only place your name should appear!**

You will receive confirmation of receipt. If for any reason we cannot open your attached work, we shall email you to request a further copy. Please keep an up-to-date back-up copy of your work.

**FAILURE TO FOLLOW THESE INSTRUCTIONS WILL RESULT IN YOUR SUBMISSION BEING REFUSED.**
Workbook Marking:

Tables below describe how marks will be allocated for each question in the workbook.

Provide a summary of what you have observed on this clinic.
(maximum 5 marks)

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>0/1</td>
<td>exceeded word limit and/or summary contains little relevant information/reflection and/or incorrect information.</td>
</tr>
<tr>
<td>2</td>
<td>within word limit and summary contains some deficiencies in the observation, with little relevant reflection.</td>
</tr>
<tr>
<td>3</td>
<td>within word limit and summary includes an adequate account of the observation with a satisfactory level of information/reflection in response to the question.</td>
</tr>
<tr>
<td>4</td>
<td>within word limit and summary includes relevant information/reflection with explanations.</td>
</tr>
<tr>
<td>5</td>
<td>within word limit and summary includes detailed, relevant information/reflection with explanations indicating a good understanding.</td>
</tr>
</tbody>
</table>

Select an interesting patient from your observations and reflect on the nature of his/her dental problem, the diagnosis and the treatment for this patient.
(maximum 7 marks)

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/1</td>
<td>exceeded word limit and/or summary contains little relevant information/reflection, and/or incorrect information.</td>
</tr>
<tr>
<td>2/3</td>
<td>within word limit and summary contains some deficiencies in the observation, with little relevant reflection.</td>
</tr>
<tr>
<td>4/5</td>
<td>within word limit and summary includes an adequate account of the observation with a satisfactory level of information/reflection.</td>
</tr>
<tr>
<td>6</td>
<td>within word limit and summary includes relevant information/reflection with explanations.</td>
</tr>
<tr>
<td>7</td>
<td>within word limit and summary includes detailed, relevant information/reflection with explanations indicating a good understanding.</td>
</tr>
</tbody>
</table>
### What ethical issues could you foresee on this clinic.
(maximum 8 marks)

<table>
<thead>
<tr>
<th>mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/1</td>
<td>exceeded word limit and/or response contains little relevant information, and/or incorrect information.</td>
</tr>
<tr>
<td>2/3</td>
<td>within word limit and response contains some deficiencies, with little relevant information.</td>
</tr>
<tr>
<td>4/5</td>
<td>within word limit and response includes an adequate account of relevant ethical issues with a satisfactory level of information.</td>
</tr>
<tr>
<td>6/7</td>
<td>within word limit and response includes relevant information with explanations and has made an effort to incorporate ethical issues with observation reflections.</td>
</tr>
<tr>
<td>8</td>
<td>within word limit and response includes detailed, relevant information with explanations indicating a good understanding and has incorporated observation reflections throughout.</td>
</tr>
</tbody>
</table>

### What differences have you observed between the outreach clinic and the observations in the dental hospital clinics/departments.
(maximum 5 marks)

<table>
<thead>
<tr>
<th>mark</th>
<th>Description</th>
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<tbody>
<tr>
<td>0/1</td>
<td>exceeded word limit and/or response contains little relevant information/reflection and/or incorrect information.</td>
</tr>
<tr>
<td>2</td>
<td>within word limit and summary contains some deficiencies in the response, with little relevant reflection.</td>
</tr>
<tr>
<td>3</td>
<td>within word limit and summary includes an adequate response with a satisfactory level of information/reflection in response to the question.</td>
</tr>
<tr>
<td>4</td>
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</tr>
<tr>
<td>5</td>
<td>within word limit and summary includes detailed, relevant information/reflection with explanations indicating a good understanding.</td>
</tr>
</tbody>
</table>

NB: the last table refers to a question in the Outreach Clinic section only
Workbook Submission: General Advice & FAQs

You are required to submit your completed and word-processed Workbook (& original, handwritten notes) in person. This will be on a day in the last two weeks in January. The date will be decided when we have seen your Spring term timetable.

To maximise your marks you should note the following:

- You should complete all sections of the workbook related to the observation sessions you have attended.
- If some patient-related sections are incomplete - you should state the reason(s) why they could not be completed (e.g. turnover of patients too great to collect all information; no questions asked; etc.).
- Whenever possible give explanations for what is being done during your clinical observation.
- If you do assist in treatment you should add this information to your Clinical Observation Toolkit account in a separate answer box (ie. briefly describe what you did and how you think that you got on).
- Check spellings of unusual/new words by looking them up in a medical/dental dictionary or textbook rather than merely spell checking the document. Spell checkers do not contain medical/dental/technical words.
- You can expand the answer boxes and add additional pages in the Clinical Observation Toolkit - NOT in the Workbook.
- You must include any additional pages in your submission as part of the Clinical Observation Toolkit.

How to present your workbook:

- The word processed version of the workbook should be presented in a plastic A4 cover described in stationary catalogues as a “REPORT FILE”. Example at http://www.ryman.co.uk/0420046514/Ryman-Report-File-A4-Pack-of-5/Product
- Your handwritten notes should be included in your submission. Do not re-write your original notes or write notes for answers to questions that you typed without writing notes beforehand.
- Report files have a clear plastic front cover and semi-rigid back and hold paper with 2 punched holes using flexible metal tabs. Do not use bulky ring binders or files holding pages via a compression plate.
Make sure that:

- You have included your attendance register (the original not a photocopy) in your word processed copy.
- Pages are not presented individually in “plastic pockets”.
- There are no loose pages.
- Your text in the Workbook is word processed using Arial font, size 10 pt.
- You must submit your workbook in person and late submission will attract a penalty.
- You do not leave printing and binding of your workbooks until the submission day!
- Late submission will attract a 5% penalty for each 24h period after the specified submission time / date.

Student queries about submission

- Early submission is acceptable when the School Office is open. When it is closed (e.g. staff Christmas holiday), the workbook cannot be handed in.
- A receipt is personally issued to the student when their work book is handed in. This means it cannot be posted, or brought in by another student.

3. PREPARING & DELIVERING THE GROUP PRESENTATION

You will work in small groups assigned by the tutor (1.1a, 1.1b, etc…). You will be given a specific topic from the tutor, which you would have to work through as a group to prepare a 15 minute PowerPoint presentation (you can include role play, videos, or internet materials).

Presentation Topics:

<table>
<thead>
<tr>
<th>Group</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a</td>
<td>The importance of communication in dentistry.</td>
</tr>
<tr>
<td>1.1b</td>
<td>Inequalities in dental health and the impact this has.</td>
</tr>
<tr>
<td>1.2a</td>
<td>Investigate the cultural variation in dental health and suggest why this might be the case.</td>
</tr>
<tr>
<td>1.2b</td>
<td>What do we mean by the term Professionalism and discuss the role of the GDC.</td>
</tr>
<tr>
<td>Group</td>
<td>Topic</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>1.3a</td>
<td>Investigate the roles of the different specialist in dentistry and the roles each team member can play.</td>
</tr>
<tr>
<td>1.3b</td>
<td>Have attitudes to dental health changed over time? Discuss.</td>
</tr>
<tr>
<td>1.4a</td>
<td>Discuss why the family is important to improving dental health.</td>
</tr>
<tr>
<td>1.4b</td>
<td>Discuss how the barriers to dental health may impact on oral health.</td>
</tr>
<tr>
<td>1.5a</td>
<td>Investigate the problems that might arise from gaining consent from a child and a person who is unable to consent.</td>
</tr>
<tr>
<td>1.5b</td>
<td>What do we mean by the terms equality and diversity and why is this important to a dentist?</td>
</tr>
<tr>
<td>1.6a</td>
<td>What do we mean by the term ‘evidence based dentistry’? Investigate the evidence base around water fluoridation. What does the evidence say?</td>
</tr>
<tr>
<td>1.6b</td>
<td>Does money always taint professional ethics? Discuss.</td>
</tr>
</tbody>
</table>

**Presentation Marking:**

<table>
<thead>
<tr>
<th>Marks</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>References</td>
</tr>
<tr>
<td></td>
<td>All content (including pictures) need to be referenced as appropriate using the Vancouver system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks</th>
<th>Structure &amp; Visual Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Structure &amp; Visual Content</td>
</tr>
<tr>
<td></td>
<td>All content must be clearly visible and readable in a lecture theatre setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Content</td>
</tr>
<tr>
<td></td>
<td>The content must cover and be appropriate for the topic.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks</th>
<th>Application to Dentistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Application to Dentistry</td>
</tr>
<tr>
<td></td>
<td>The content must demonstrate application to dentistry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marks</th>
<th>Group Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Group Work</td>
</tr>
<tr>
<td></td>
<td>Hand out for the group and final slide</td>
</tr>
</tbody>
</table>
Prior to the presentation:

- You can make an appointment to see either Dr Hill or Mr Patel to discuss the content of your presentations but this will be limited to three visits per group.
- All group members must participate fully in the task. If groups are having a problem with one member, they first must try and sort this out between themselves as part of group working. However if this continues please come and see Dr Hill immediately and it will be investigated. If a group member is not participating, the module coordinator’s reserve the right to give this student an additional assignment to make up for the work missed (this will be after an investigation).
- You must send an electronic copy of the PowerPoint to colmds-c-bdselec@adf.bham.ac.uk 24 hours prior to the day of the presentation.

During the presentations:

1. Provide a hand out of your PowerPoint presentation to the examiners and audience
2. The presentation must not exceed 15 minutes (marks will be deducted for over running)
3. All members of the group must take part in the presentation
4. Feedback & marks will be given at the end of the presentation session.

FEEDBACK

Written student evaluation is sought at the end of each module. In addition to this feedback, comments from external examiners will be used to shape the development of the module and degree programme.