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Professionalism, Communication, Law and Ethics

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Staff and guests involved in teaching

<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>IJ</td>
<td>Ilona Johnson</td>
<td>AW</td>
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<tr>
<td>BK</td>
<td>Bindhu Koshy</td>
<td>AS</td>
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<td>RJ</td>
<td>Rhiannon Jones</td>
<td>SR</td>
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<td>PM</td>
<td>Paul Milward</td>
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<td>JW</td>
<td>Jeff Wilson</td>
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Alison Walcott
Alastair Sloan
Sari Robinson
Charlotte Emanuel
Clare Davies
About this book
This course book outlines the lectures, workshops and symposia for professionalism, communication, law and ethics.

Law, ethics, professionalism and communication teaching is delivered across all years and is delivered in a variety of ways. This course is designed to prepare students for practice in line with the requirements set out in the General Dental Council (GDC) document “Preparing for Practice”. Each session in this course book is designed to help students work towards these learning objectives and planned GDC learning objectives for each session are outlined in this handbook.

In addition to this curriculum, students will also learn about professionalism, communication, law and ethics issues during their time on the clinics. These subjects are fundamental to all aspects of clinical practice and patient care.

This course aims to help students develop the knowledge and skills to identify professional, communication, legal and ethical issues that relate to the practice of dentistry. This also aims to help students develop both reasoning and skills in order to address these. The course will integrate behavioural science, social science and clinical learning in order for students to develop their competence as a professional dentist.

This course is based around a patient centred approach to care. The initial years focus on core knowledge and skills. The later years introduce legal and ethical issues. These become more challenging as the course progresses. The course includes lectures, symposia, workshops, self-directed learning and elearning in order to provide a range of learning opportunities and experiences. It is likely that sessions in the later years may be developed further to fit with student needs and evolving professional guidance.
Feedback model
This course will use and will encourage feedback. Feedback and reflection are essential for professional learning and ongoing development. An "Agenda Led Outcome Based Analysis" model will be used for giving feedback to students during the workshops. Students will work to develop their reflective skills and to use feedback constructively in their professional development. Students will participate with feedback and learn to help to develop the skills of the team around them. These agendas will include: What do you want to/need to learn? What do we need to teach you?

Agenda led outcome process. We will:
Start with the learner’s agenda
Where the learner wants to develop / areas of concern and what help they would like from the rest of the group
Look at the outcomes learner and patient are trying to achieve
Thinking about where the learner is aiming and how it might be possible get there encourages problem solving - effectiveness in communication is always dependent on what you are trying to achieve
Encourage self assessment and self problem solving first
Allow the learner space to make suggestions before the group shares its ideas
Involve the whole group in problem solving
Encourage the group to work together to generate solutions not only to help the learner but also to help themselves in similar situations

Guide for feedback
Students will be asked to participate in giving feedback to help them develop their skills. These are suggestions that may improve the quality of this feedback.

Use descriptive feedback
Aim for your feedback to be:
- Specific
- Descriptive
- Non-judgemental
- Achievable
- Avoiding vague generalisations

Provide balanced feedback
- Everyone shares and participates in giving a view
- Provide a balance in feedback of what worked well
(We learn as much by analysing why something works as why it doesn’t)

Make offers and suggestions; generate alternatives
- Make suggestions rather than prescriptive comments
- Not everything works for everyone; give a range of alternative approaches

Be respectful, well intentioned, valuing and supportive
- The group should be respectful and sensitive to each other.
Failing to support others and failing to develop your own skills is disrespectful.
Professionalism, Communication, Law and Ethics

Additional tips for participating in feedback
- Rehearse
- Consider the best way to make suggestions
- Try out alternative phrasing and practice suggestions
- Observe feedback
- Be aware of your emotions when giving feedback
- Learn to stay silent until your response is ready
- Learn to encourage others
- Value the experience (Your peers will see different things)
- **Don’t compare or compete**

Remember: Your role within your team is to help each other develop. In your future role, you will play a key part in the development of your peers, students and your staff. The purpose of peer feedback is to help you develop the skills to achieve this.

As a learner you will also receive feedback

Receiving Feedback
There is no point in asking others to give you feedback unless you listen to and consider comments that you are given. These may differ from your own perceptions. You can improve the quality of your feedback by actively participating.

As a receiver try to:
- Be explicit about the feedback you are seeking.
- If necessary indicate what kinds you do not want to receive
- **Be attentive** and concentrate fully on what is being said (listen, don’t be distracted by trying to think of an answer)
- Focus on what the person wants you to know, not on what you would like to hear.
- **Be aware** of your own reactions (intellectual and emotional).
- Pay attention to your signals of rejection or censorship.
- If the viewpoint does not meet with your own, don’t just dismiss it.
- Learn more and realise the misapprehensions of others
- Be aware that some people will distance themselves in this situation
- **Be silent-concentrate on listening**
- Refrain from making a response.
- Wait, don’t even begin respond until you have listened carefully to what has been said and have considered the implications.
- Don’t be distracted by correcting factual errors to avoid hearing what has been said.
- Don’t be distracted by the need to explain
- Explanations belong after feedback, once after the listener has attended to all that has been said.
Professionalism, Communication, Law and Ethics

Written versus face-to-face feedback
In principle, there is little difference between feedback given in written form and that in person. However, with written feedback there is normally no opportunity to resolve misunderstandings and it is necessary to be very explicit in specifying what types of feedback are desired and in formulating responses. In the written form more attention needs to be given to tone and style, as there is no opportunity to adjust your response in the light of the immediate reactions of the other person. Written feedback can take longer to prepare. This means that if you want a lot of written feedback you may need to wait longer to receive it. Verbal feedback can often be more detailed and timely.

Source

Struggling students
Each student will develop at their own pace and some students will naturally be more able at some aspects of this course than others. Students will need to become proficient in all areas and students will be encouraged to reflect and use feedback to develop professionally.
If you are having difficulties, please let us know. It is better to deal with issues early, rather than fail your assessments. We will then be able to work with you to identify problems and identify opportunities to help you develop.
If you need additional support please contact Ilona Johnson (johnsonig@cardiff.ac.uk).

Previous Knowledge
The course assumes no previous knowledge.

Location:
Law, ethics, professionalism and communication teaching are delivered by the Dental Public Health Unit in Cardiff University’s School of Dentistry.

Teaching lead:

Mrs Ilona Johnson
JohnsonIG@cardiff.ac.uk
Year 4

Session 1 – Professionalism, Law and ethics
Tutor: Ilona Johnson
Location: LLT
This session will:
• current concepts of professionalism as applied to dentistry
• make students aware of laws relevant to the practice of dentistry
• outline approaches for dealing with legal, ethical and professional challenges

Working towards the following GDC learning outcomes
• 6.4 Protect the confidentiality of all personal information
• 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
• 7.3 Act without discrimination and show respect for patients, colleagues and
peers and the general public
• 7.4 Take responsibility for and act to raise concerns about your own or others'
health, behaviour or professional performance as described in The Principles
of Raising Concerns

Will also contribute to:
• 11.8 Recognise the need to ensure that those who raise concerns are
protected from discrimination or other detrimental effects
• 12.1 Recognise and comply with systems and processes to support safe
patient care
• 12.4 Describe the legal, financial and ethical issues associated with managing
a dental practice

References and further reading

- Standards for the Dental Team (PDF, 279KB)
- Guidance on advertising (PDF, 5.50MB)
- Guidance on indemnity (PDF, 5.46MB)
- Guidance on using social media (PDF, 496KB)
- Scope of Practice (PDF, 69KB)

http://www.gdc-uk.org/Newsandpublications/Publications/Publications/RaisingConcerns%5B1%5D.pdf

Equality Commission: http://www.equalityhumanrights.com/

Health and Safety Executive: http://www.hse.gov.uk/
Health Inspectorate Wales: http://www.hiw.org.uk/
Care Quality Commission: http://www.cqc.org.uk/
Session 2–Ethics symposium

Tutor: Dental protection
Location: See DPH timetable

Aims of Session

This session is outlined in the Dental Public Health curriculum
Session 3 – Dealing with morally and ethically challenging issues symposium

Tutor: Ilona Johnson (Other presenters will be confirmed)
Location: SLT

Aims of Session

This session will:
Explore highly complex and challenging issues in dental practice including:
Dealing with very bad news
Suicidal patient
Child protection conversations
Vulnerable adult
Theft
Malpractice
Poor performance
Dealing with the press
Examine the boundaries of competence in dealing with complex issues. Give examples of complex issues using cases.

Working towards the following GDC learning outcomes
3.1 Communicate appropriately, effectively and sensitively at all times with and about patients, their representatives and the 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 breaking bad news, or discussing issues such as alcohol consumption, smoking, or diet
6.1 Put patients' interests first and act to protect them
6.2 Act with integrity and be trustworthy
6.3 Respect patients' dignity and choices
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
7.3 Act without discrimination and show respect for patients, colleagues and peers and the general public
7.4 Take responsibility for and act to raise concerns about your own or others' health, behaviour or professional performance as described in The Principles of Raising Concerns
9.1 Recognise and demonstrate own professional responsibility in the development of self and the rest of the team
9.6 Accurately assess their own capabilities and limitations in the interest of high quality patient care and seek advice from supervisors or colleagues where appropriate
9.7 Explain and demonstrate the attributes of professional attitudes and behaviour in all environments and media
Professionalism, Communication, Law and Ethics

Will also contribute to:
10.3 Recognise the impact of personal behaviour on the health care environment and on wider society and manage this professionally
10.4 Recognise the significance of their own management and leadership role and the range of skills and knowledge required to do this effectively
10.5 When appropriate act as an advocate for patient needs

References and further reading

- Standards for the Dental Team (PDF, 279KB)
- Guidance on advertising (PDF, 5.50MB)
- Guidance on commissioning and manufacturing dental appliances (PDF, 515KB)
- Guidance on indemnity (PDF, 5.46MB)
- Guidance on prescribing medicines (PDF, 246KB)
- Guidance on reporting criminal proceedings (PDF, 496KB)
- Guidance on using social media (PDF, 496KB)
- Scope of Practice (PDF, 69KB)

GMC website case studies http://www.gmc-uk.org/guidance/case_studies.asp
BDA Focus on Standards: http://www.gdc-uk.org/Dentalprofessionals/Standards/cases/Pages/default.aspx
Session 4 - "Medicines and Healthcare Products Regulatory Agency (MHRA) and Medical Devices Directive (MDD)"

Tutor: Paul Milward
Venue 20th November SLT

Aims of Session

This session will:
Explain the rules and regulations relating to medical devices,
Describe your professional responsibilities in relation to device technology and equipment

Working towards the following GDC learning outcomes
5.1 Communicate appropriately, effectively and sensitively by spoken, written and electronic methods and maintain and develop these skills
5.2 Use appropriate methods to provide accurate, clear and comprehensive information when referring patients to other dental and healthcare professionals
5.3 Explain the importance of and maintain accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice
9.5 Recognise and evaluate the impact of new techniques and technologies in clinical practice
Will also contribute to:
12.1 Recognise and comply with systems and processes to support safe patient care
12.2 Recognise the need for effective recorded maintenance and testing of equipment and requirements for appropriate storage, handling and use of materials
   Ensure that all aspects of practice comply with legal and regulatory requirements

References
Guidance on commissioning and manufacturing dental appliances

Further reading
http://www.gdc-uk.org/Newsandpublications/Publications/Publications/Patients%20Med%20Devices/Layout%20%203.pdf
http://www.dentalprotection.org/uk/regional_info_england_mhra_changes
Session 5 – Law, ethics and professionalism workshop

Tutor: Alison Walcott
Location: SLT

Aims of Session
This will explore legal and ethical issues in dentistry and will consider issues relating to the dentist, patient, the dental surgery and the dental team.
This will involve case studies and problem solving exercises.
Students will be work through problem solving exercises using legal and ethical cases to understand what the issues are and how to best deal with them.
This session will:
Explore the legal and ethical issues of dental practice using case studies
Give practical examples of issues and decisions for legal and ethical issues.

Working towards the following GDC learning outcomes
5.3 Explain the importance of and maintain accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice
5.4 Recognise the use of a range of communication methods and technologies and their appropriate application in support of clinical practice
5.5 Recognise and act within the principles of information governance
6.1 Put patients’ interests first and act to protect them
6.2 Act with integrity and be trustworthy
6.3 Respect patients’ dignity and choices
6.4 Protect the confidentiality of all personal information
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
7.3 Act without discrimination and show respect for patients, colleagues and peers and the general public
7.4 Take responsibility for and act to raise concerns about your own or others’ health, behaviour or professional performance as described in The Principles of Raising Concerns
8.3 Explain the contribution that team members and effective team working makes to the delivery of safe and effective high quality care
9.7 Explain and demonstrate the attributes of professional attitudes and behaviour in all environments and media
10.1 Put patients' interests first and act to protect them
11.8 Recognise the need to ensure that those who raise concerns are protected from discrimination or other detrimental effects
12.1 Recognise and comply with systems and processes to support safe patient care
12.3 Recognise and demonstrate the procedures for handling of complaints as described in the Principles of Complaints Handling
12.4 Describe the legal, financial and ethical issues associated with managing a dental practice
Intro to Yr 5
Students will be reminded of ethical and professional issues (including confidentiality) in the introduction to year 5

Self-directed learning
E learning opportunities have been developed and secured to help you learn about communication and professionalism. Your curriculum does include time for self-directed learning for these. These can be used to help you with your revision. Further elearning opportunities will be made available to you as they are developed. At present, e learning opportunities will be in 4 main areas:

Essential communication
An elearning package has been developed by the UK Clinical Communication in Undergraduate Medical Communication teams. These have been made available to us through the medical school. These have been designed for medical consultations but provide excellent video and examples which will help you learn about fundamental communication skills.

Data protection and confidentiality online quiz
This quiz has been designed to help you consolidate your understanding of data protection. You can take this as many times as you like and linked references are provided with each answer so that you can read more about data protection and confidentiality. It is also a good revision aid.

Professionalism online quizzes
Quizzes are being developed to help you learn and understand the GDC professional guidance documents. These are linked to references for further reading.

Case studies practice quizzes
Quizzes are being developed to help you identify professional issues in various case studies. These are linked to references for further reading.

Year 1, 2, and 3 workbooks and slides will be available for year 4 students to help them reflect upon their development.

We strongly advise you to keep checking the GDC website for updates and changes.
Year 4 Assessment
Formative

Feedback will be provided to students during their sessions to prepare them for patients. Once on the clinic, students will receive feedback. Feedback will include Tutor feedback Peer feedback

The online quizzes will provide each student with feedback on their responses. As professionalism includes the personal professional development professional engagement in terms of attendance and completion of the self-directed learning will be monitored.

Summative
Clinic Assessment
Professionalism and communication skills will be graded during clinical sessions.

OSCE
The OSCE examination at the end of year 2 will test both professionalism and communication skills. You will be given scenarios which involve identifying and dealing with professional issues. You will also be given scenarios which require you to use your communication skills.

Year 4 Professionalism, Communication, Law and Ethics Timetable

<table>
<thead>
<tr>
<th>Yr 4</th>
<th>PL1</th>
<th>25 Sept</th>
<th>11.30-12.30</th>
<th>Lecture LLT</th>
<th>All</th>
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<td>PL2</td>
<td>Law &amp; Ethics Professionalism</td>
<td>Medicine and Healthcare Products Regulatory Agency (MHRA) and Medical Devices Directive (MDD)</td>
<td>20 Nov</td>
<td>11.30-12.30</td>
<td>Lecture LT4</td>
<td>ALL</td>
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<td></td>
<td>Ethics Symposium</td>
<td>4 Dec</td>
<td>9.00-12.00</td>
<td>Symposium SLT</td>
<td>All</td>
<td>DPS</td>
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<tr>
<td>PL3</td>
<td>Dealing with morally and ethically challenging issues</td>
<td>7 May</td>
<td>9.00-12.00</td>
<td>Symposium with breakout sessions SLT</td>
<td>All</td>
<td>IJ</td>
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<tr>
<td>PW1</td>
<td>Law and ethics workshop</td>
<td>21 May</td>
<td>9.00-12.00</td>
<td>Workshop SLT, (CDGHR, LTSR)</td>
<td>1-4</td>
<td>AW</td>
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<tr>
<td>PW1</td>
<td>Law and ethics workshop</td>
<td>4 June</td>
<td>9.00-12.00</td>
<td>Workshop SLT, (CDGHR, LTSR)</td>
<td>5-8</td>
<td>AW</td>
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<td>Intro to Yr 5</td>
<td></td>
<td>16 July</td>
<td>9.00-12.30</td>
<td>Lecture LLT</td>
<td>All</td>
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GDC learning objectives for the 5 Year course

3.1 Communicate appropriately, effectively and sensitively at all times with and about patients, their representatives and the 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 breaking bad news, or 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

3.3 Explain and check patients' understanding of treatments, options, costs and informed consent and enable patients to make their choice

3.4 Obtain informed consent

4.1 Communicate appropriately with colleagues from dental and other healthcare professions in relation to: the direct care of individual patients, oral health promotion, the day to day working of the clinical department/practice in which the individual works, the wider contribution which the department/practice makes to dental and healthcare in the surrounding community, and raising concerns when problems arise

4.2 Explain the role of appraisal, training and review of colleagues, giving and receiving effective feedback

4.3 Give and receive feedback effectively to and from other members of the team

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

5.2 Use appropriate methods to provide accurate, clear and comprehensive information when referring patients to other dental and healthcare professionals

5.3 Explain the importance of and maintain accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice

5.4 Recognise the use of a range of communication methods and technologies and their appropriate application in support of clinical practice

5.5 Recognise and act within the principles of information governance

6.1 Put patients' interests first and act to protect them

6.2 Act with integrity and be trustworthy

6.3 Respect patients' dignity and choices

6.4 Protect the confidentiality of all personal information

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
7.3 Act without discrimination and show respect for patients, colleagues and peers and the general public
7.4 Take responsibility for and act to raise concerns about your own or others' health, behaviour or professional performance as described in The Principles of Raising Concerns
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
8.2 Co-operate effectively with other members of the dental and wider healthcare team in the interests of patients
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
9.2 Utilise the provision and receipt of effective feedback in the professional development of self and others
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
9.4 Develop and maintain professional knowledge and competence and demonstrate commitment to lifelong learning
9.5 Recognise and evaluate the impact of new techniques and technologies in clinical practice
9.6 Accurately assess their own capabilities and limitations in the interest of high quality patient care and seek advice from supervisors or colleagues where appropriate
9.7 Explain and demonstrate the attributes of professional attitudes and behaviour in all environments and media