

**Life Long Learning - Special Interest Group
Strasbourg ADEE Conference 2021 – workshop
June 22nd 2021**



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***Professionalism in Dentistry:
'Lets be Positive'***



Professionalism: A mixed-methods research study – August 2020

<https://www.gdc-uk.org/about-us/what-we-do/research/detail/report/professionalism-a-mixed-methods-research-study>

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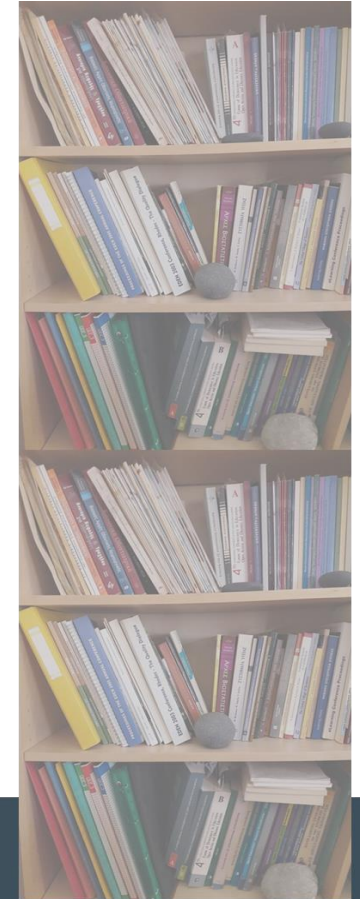


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- Explore and seek consensus on what 'professionalism' means to:
 - Dental Professionals
 - Members of the Public

Where are the GAPS?



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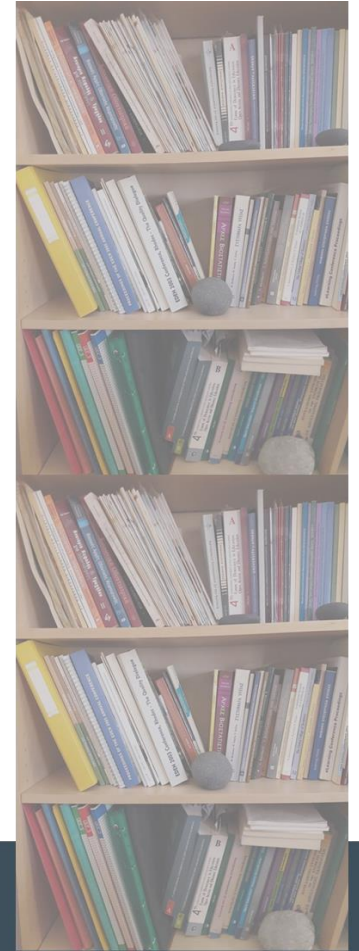


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Methodology

- Stage 1 **Scoping Interviews** – topic experts (n=13)
- Stage 2.1 **REA** – global literature (+1000) – 92 relevant articles
- Stage 2.2 **Focus Groups** – dentists, DCPs, public (n=9)
- Stage 2.3 **Delphi study** – two stage survey (+1000 responses)
- Stage 3 **Co-production activities**
 - GDC panel session
 - GDC 'moving upstream' panel session





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Professionalism – Key Messages

- Considering the **public's expectations and perceived lapses**: professionals' interactions with their patients, the importance of good communication, joint decision making, good clinical skills and a safe environment were high on the public's priority list.
- **Lapses in behaviour or actions do not necessarily imply that a person is unprofessional**, what is important is that professionals should **learn from their mistakes**, many of which tend to **occur more commonly in challenging situations**.
- **Professionalism is multifaceted and the context in which a given behaviour is considered unprofessional is an important factor**. There are a variety of factors that may influence the professionalism of a dental professional.
 - cultural or religious factors, environment and work setting, the observer or individual the action is directed towards and their perception, and whether the scenario was a one-off event or a patterned behaviour.
- There were **variations between the perceptions, of dental professionals and members of the public**, about what constitutes professionalism - **members of the public took a more lenient approach in their views compared with the views of the dental professionals**.
- Little evidence to suggest the best way to **teach or learn about professionalism** - accepted that **aligning theory with practice and experiencing real life scenarios was pivotal**. Could include a range of approaches to support learning, including role modelling, mentoring, awareness of the 'hidden curriculum', reflective practice, and the importance of effective communication



Professionalism – Implications

“**Data collected exceeded expectations**, not least the on-line survey - received ten times the number of responses we were anticipated.”

“**Review highlighted the importance, to patients, of being treated in a safe healthcare environment** and they expected good clinical skills from dental professionals. In addition, patients expect professionals to **communicate and engage with them appropriately** – put them at their ease, be involved in decision making about their treatment so that they ultimately have trust in those who care for them. Evidence of good teamwork and continuing education and training were also important to patients.”

“Importance of the **context** in which professional behaviour is interpreted - A **one-off lapse**, with minimal implications (**out of character**) was understandable by professionals and patients alike, as long as the individual **learnt from this experience and could personally move on.**”

“Dwelling on a lapse, by a professional, rather than learning and moving on was seen by all concerned as detrimental to that professional both from a mental and a clinical service provision point of view”.



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Discussion Groups

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Theme 1. Do the expectations of professionalism differ?

- i. for different members of the dental team?
- ii. for dentistry compared to other professions?

Theme 2. What do you think are the emerging issues and challenges?

- i. context
- ii. social media...public expectations, financial etc ??

Theme 3. How do you teach undergraduates about professionalism?

- i. How do the students evidence their learning about professionalism?

Theme 4. How can we support/mentor professionals to learn from lapses and move on?



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Theme 1.

Do the expectations of professionalism differ?

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Theme 2.

What do you think are the emerging issues and challenges?

- i. context
- ii. social media...public expectations, financial etc ??



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Theme 3.

How do you teach undergraduates about professionalism?

How do the students evidence their learning about professionalism?



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Theme 4.

How can we support/mentor professionals to learn from lapses and move on?



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Concluding Remarks: Recent ADEE Project Team Ventures

Review of Professionalism – 2020

<https://www.gdc-uk.org/information-standards-guidance/standards-and-guidance/promoting-professionalism>

Review of Preparedness for Practice – 2020

<https://www.gdc-uk.org/about-us/what-we-do/research/research/detail/fitness-to-practise/preparedness-for-practice-of-uk-graduates-2020>

Review of CPD – 2019

<https://www.gdc-uk.org/about-us/what-we-do/research/research/detail/fitness-to-practise/review-of-the-literature-on-cpd---2019>

Reference Manual for Dental CPD – 2013

<https://onlinelibrary.wiley.com/toc/16000579/2013/17/s1>

Updated *DentCPD* website – 10 years on - 2020

<https://www.dentcpd.org/>



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Thank you

