Name of Module: Developing Professional Practice

Full Module Code: HS741

Module Dates: 25th January 2017- 17th August 2018

Academic Year: 2017/18

Contents

University of Essex
Module Specification

Module Title

Module Code	HS 741	Status	Current
Date of Official Approval	2014	Academic Year	2017/18
School	School of Health and Human Sciences		
Module Descriptor (Used for online Module Directory)	This module allows student dental therapists to use their clinical practice as a focus for their study and consider this environment by focussing their scholarship, research and enquiry on enhancing effective clinical practice.		
Keywords	Oral health, professional practice, ethics and law, scope of practice, reflective practice, reflection		
Module Leader	Philip Cannell SHHS. University of Essex. Elmer Approach. Southend on Sea. SS1 1LW.		
Module Tutors	Phil Cannell; Bryan Paddison; Kirstie Thwaites; Amalia Khodr; Mick O'Regan; Cerri Mellish		
Module Administrators	Lizzie Norris, SHHS. University of Essex. Elmer Approach. Southend on Sea. SS1 1LW. emnorris@essex.ac.uk		
External Examiners	Joanne Healy - University of Edinburgh.		

Module Values					
Level	6	Credit	30	Learning Hours	300
Available as Distance Learning? (y/n)	N				

Module Delivery Mode (✓) Including total hours per delivery mode

Lecture		Tutorial/Seminar	√ 60
Skills/IT Laboratory		Independent Learning	√ 90
Practice	√ 150	Distance Learning	

Requisites
Pre-Requisites
None
Co-Requisites
HS740: Extending Oral Health Practice
Other / Entry Requirements
Additional Comments
Programme Award
BSc (Hons) Oral Health Science

Background / Context
This module is a core compulsory module of the BSC (Hons) Oral Health Science programme. Students will develop their professional practice by focussing on a number of key areas to update their knowledge base, namely ethical principles, legal requirements, scope of practice, communication skills and professionalism. This module will also create an opportunity for the students to consider their current and future learning needs and to reflect on current practice in relation to maintaining high standards of care in their clinical dental environment

Module Aims
By the end of this module the student should have: 1. Effective study skills to undertake a programme at degree level 2. Developed upon existing key skills to underpin clinical practice, utilising a reflective approach 3. Reviewed current legal issues relating to accountability and the requirements of continued professional registration and the need to maintain and develop professional competence and practice. 4. Examine clinical governance and other quality assurance initiatives within their professional area of clinical practice 5. Fostered an evidence-based approach to patient care

Overview
The module consists of taught sessions by clinical experts in the field of oral health science and dental therapy covering theoretical teaching, linking clinical work based placement. Teaching is evidence-based and linked to contemporary literature.

Indicative Content

The module comprises the following content:
 	
- Study skills
- Expectations and regulations of DCPs practice
    -Infection control
    -Consent and confidentiality
    -Teamworking
    -Scope of Practice and Standards
- Professional issues in dental practice
    -Using advocates
    -Risk assessments
- Development of self and others
    - Leadership and management
    - Reflective skills
- Communication
- First aid, medical emergencies and basic life support
- Clinical governance and the role of the Care Quality Commission
- Ethics & Law
    -Equality and diversity
    -Discrimination
    -Raising Concerns
- Population based health & care
- The role of evidence in clinical practice

Detailed session content *(if available)*

Introduction to the module
- Have an overview of the module and how the academic and work based learning elements work synergistically
- Be aware of the content and assessment for the module

Study skills-Guided Learning
- Review own learning styles
- Select learning strategies that take account of personal learning preferences and that are likely to succeed
- Employing appropriate and effective study skills
- Reflect on learning in a structured and coherent way and how to use this in placement learning
- Develop writing skills for academic assignments and record keeping

Expectations and regulations of DCPs practice- Guided Learning
- Apply the codes of conduct and required personal attributes of being a dental professional by exhibiting altruism, integrity, honesty, responsibility and compassion in the delivery of high quality healthcare
- Understand the dental team, its roles, responsibilities and accountability to the regulator and the public
- Apply the Scope of Practice of the dental therapist to professional life
- Apply the Standards document to one's own professional and personal life
- Utilise the dental team appropriately for the management of oral diseases, putting patients interests first and acting to protect them
- Develop teamworking skills, respecting the roles of other members of the dental team, to provide patient-centered care
- Understand how to collaborate with the wider healthcare team

Professional issues in dental practice- Guided Learning
- Understand the rationale for ones heath status and the effects on professional practice
- Manage safety in dental practice by reviewing knowledge of infection control, substances hazardous to health, reporting of incidents and managing safety of all members of the dental team
- Recognise the importance of risk assessments within a clinical environment
- Work with colleagues who are failing their professional responsibility and how to manages this using a professional approach

Communication- Guided Learning
- Gather and give information with good record keeping and correspondence skills.
- Develop effective oral and written communication skills and apply these to clinical practice, with colleagues and staff, and the general public.
- Develop effective communication in key health messages and breaking bad news
- Modify communication skills as needed for individual patient interactions, recognising anxiety and negative body language
- Recognise when communication is unsuccessful and another strategy e.g. use of an interpreter or advocate, is required
- Be able to communicate effectively with patients with special communication needs

First aid, medical emergencies and BLS
- Have a sound knowledge of how to identify and manage a broad range of medical emergencies as they arise in the clinical environment
- Assess the collapsed patient and perform basic life support
- Provide immediate management of anaphylactic reaction, hypoglycaemia, upper respiratory tract obstruction, cardiac arrest, fits, vasovagal attack, inhalation of foreign bodies and haemorrhage

Evidence based decision making 1 & 2
- Discuss the benefits of utilising an evidence based approach and how this assists in decision making
- Discuss the principles of evidence-based decision-making
- Recognising the hierarchy of evidence sources and their value in answering clinical issues
- Recognising the limitations of evidence-based decision-making
- Access biomedical information from electronic databases and other resources
- Critically evaluate new knowledge with an understanding of the basic concepts and principles of scientific investigation in oral healthcare
- Evaluate area of own practice by using appropriate methods to gather data and information
- Use information to challenge existing practices and processes and influence others to use evidence to achieve best practice
- Develop informed decisions about diagnostic and therapeutic interventions based on patient information

and preferences, up-to-date scientific evidence and clinical judgement

Deepening your reflective practice skills
- Consider the importance of reflecting on and analysing on own experience
- Develop the ability to conduct oneself as a reflective and accountable practitioner including seeking out sources of informed criticism and valuing, reflecting and responding to them appropriately.

Development of self and others 1
- Recognise the role of continuing professional development and the identification of own learning needs
- Recognise key own motivating factors and their importance in sustaining a high level of motivation of self
- Set realistic, appropriate and challenging personal learning goals demonstrating commitment to on-going personal and professional development
- Understand the educational value, tools and skills required to support personal and professional development
- Consider own competence and evaluating own capabilities and personal effectiveness

Development of self and others 2
- Define leadership, collaborative working and constructive feedback
- Demonstrate the theories underpinning leadership and collaborative working
- Recognise the significance of own management and leadership role and the range of skills and knowledge required to do this effectively
- Demonstrate the exchange of effective, constructive feedback to others in a respectful, positive environment
- Demonstrate understanding of working with other healthcare professionals in the context of patient care in order to better develop team-working, leadership and facilitative skills.
- Work as part of a high-quality, professional team with the ability to provide and receive appropriate constructive criticism, suggestions and feedback

Clinical Governance 1 & 2
- Have a sound knowledge of the role of the Care Quality Commission and how this impacts on practice
- Demonstrate knowledge of local and national procedures relating to clinical governance and poor performance
- Comply with NHS standards and guidance in relation to clinical governance
- Recognizing the importance of valuing and participating in professional audit

Protecting Vulnerable Adults & Safeguarding Children 1 & 2
- Identify vulnerable patient groups
- Describe types of abuse and recognise associated signs and symptoms.
- Outline policy and legislation relating to the protection or safeguarding of vulnerable adults and children
- Discuss professional roles and responsibilities in relation to reporting abuse.
- Locate the policy for protecting and/or safeguarding vulnerable individuals in your practice
- Familiarise yourself with the reporting process and identify the key personnel with designated responsibility for safeguarding.
- Identify any local policies in your area of practice that relate to human rights.

Disability, diversity and equal opportunity
- Define the terms equality, diversity, dignity and respect, integrity and trustworthiness, patient choice
- Recognise what constitutes discriminatory practice, giving examples of ways in which individuals different
- Demonstrate respect, compassion and integrity for the patient, society and the profession
- Uphold the principles of individual rights to choose, community's rights to safety; individual rights to health care against resource constraints
- Recognise when patient advocacy is appropriate and how it may be accomplished effectively

Law and Ethics 1 & 2
- Demonstrate understanding what is meant by 'ethics in dentistry'.
- Understand the term "profession" and how it relates to ethics in dentistry.
- Become familiar with elements and principles of ethical decision making.
- Understand the ethics of patient relations, delegation of duties, substance abuse in dentistry, financial arrangements, and managed care.
- Understand the difference between dental law and dental ethics.
- Define the normative theories of ethics and apply them to ethical issues in practice.
- Demonstrate knowledge and understanding of ethical principles that guide decisions affecting individual and population health

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- Understand and apply the principals of dental ethics to everyday practice.

Consent & Confidentiality Workshop
- State the legal definition of 'consent' in the context of dental treatment
- Describe the basic rules of law applicable to obtaining consent to the provision of medical/dental treatment to competent patients
- Describe the practical and ethical bases for seeking consent from patients. Explain the situations in which criminal offences may be relevant when treatment is given without the knowledge or consent of the patient
- Describe the terms assault, battery and negligence as applicable in the law relating to consent
- Explain the professional regulatory rules applicable to consent to treatment
- Know how and who is able to obtain consent that is valid for treatment and identify which patients are competent to give consent
- Define confidentiality and understand what is considered confidential information
- Understand the outcomes of breach of confidentiality and the responsibilities of a clinician with private and confidential information

Determinants of Health
- Describe the basic principles of a population health approach
- Comment on trends in the UK and internationally
- Identify the demographic and social determinants of health in the geographic area of one's clinical practice
- Identify how these impact on the health inequalities in the area in which you work
- Discuss how health inequalities are measured, recognize any common patterns and trends and how these inequalities impact on the delivery of oral health, and wider healthcare

Inequalities of Health
- Define the concept of health inequalities using examples from the UK and globally
- Describe the evidence base for health inequalities aspects of common conditions that impact on oral health, such as diabetes
- Describe how health policy, health care systems and the wider context of society impacts on health inequalities
- Be able to describe the major problems of health and health care delivery for marginalised patient groups in the UK (e.g. homeless persons, asylum seekers)

Planning the delivery of health
- Review relevant policies and documents to identify needs, and to be able to develop health promotion opportunities
- State how you would plan a health promotion intervention to a group
- State how you would introduce a health promotion intervention to a group.

Evaluating the Role of Health Promotion
- Describe the role of evaluation as part of health promotion interventions to deliver health gain
- Identify and develop tools for evaluation and dissemination to assess health benefits

Cultural and Communication Barriers to Oral Care
- Define and describe race and ethnicity
- Define and describe culture and understand what underlies this concept
- Develop and understanding of how a patients culture and beliefs will affect their health behaviours such as communication
- Develop an understanding of barriers to care caused by culture and beliefs
- Develop techniques used in overcoming such situations that may be experienced in practice

Handling Complaints
- Know the principles of managing complaints
- Discuss the 8 stage process to deal with complaints
- Look at ways of preventing complaints and explore examples of poor customer service
- Consider the Dental Complaints Service and its role
- Mediate, negotiate and deal with complaints

Raising concerns
- Explore the legal, professional and ethical obligation of a dental professional to raise concerns
- Review current cases and how workplace culture impacts on raising concerns
- Describe common barriers to raising concerns and consider good practice and examples
- Identify how to raise concerns and seek appropriate support

Fire Safety- Guided Learning
- Understand basic fire safety and what to do in the event of an emergency
- Understand the principles of fire risk control
- Understand the basics of practical fire safety

Moving and Handling-Guided Learning
- To understand the role of relevant legislation and guidelines relating to safe moving and handling
- To apply the core principles and practice of safe moving and handling to both object handling and to the moving and handling of individuals
- To consider the risk assessment of manual handling tasks and develop an awareness of the legislative requirement for assessments, including the identification of hazards within this process
- To identify measures to reduce the risks of injury to all workers and to understand the importance of ergonomic solutions

Infection Control- Guided Learning
- List the sources of micro-organisms, routes of transmission and key principles of infection control.
- Understand the importance of risk assessment and management in infection control.
- List the essential elements of universal precautions.
- State the importance of correct PPE for healthcare workers

Information Governance and Record Keeping- Guided Learning
- List the rules that should be followed when processing information
- Recognize the importance regarding confidentiality, data protection, freedom of information legislation, good record keeping practice, and information security.

Health and Safety Awareness- Guided Learning
- Understand the importance of health and safety awareness in the workplace
- Know how hazards and risks are controlled in the workplace
- Be aware of the main causes and effects of poor health and safety at work

Learning and teaching methods

Overview:

The module will combine a number of different teaching approaches. There will be skills-focussed sessions to enhance specific skills. Clinical and reflective log analysis will provide authentic examples to relate theory and practice. In addition, lectures will introduce key concepts. Individual tutorials, as negotiated between student and academic supervisors and experiential learning in practice-based placements with experienced clinical educators, will further enhance teaching and learning.

Lectures:

Lectures by members of the Oral Health Science team, University of Essex, supplemented on occasions by external experts.

Independent:

Regular guided learning tasks will be set for students using the Moodle virtual learning platform.

Placement:

The student will undertake a clinical placement in a relevant clinical environment (Primary care placement) and will be given opportunities to develop their clinical skills, as well as opportunities to demonstrate competence at the learning outcomes specified for the module's work-based assessment.

Online:

Discussion forums will be utilised for enhancing learning in appropriate topic areas; reading of evidence-based articles will be available.

Tutorials:

It is expected that the student will meet with their personal tutor at least twice during the module.
Students are encouraged to request further personal tutorials at any stage during the module if they feel this is necessary.

Skills:

Clinical skills will be taught using the following model after Miller 1990

Learning Hierarchy	Level of Learning	Learning/Teaching
4 (The highest)	Action (doing)	Academic dental clinic / Work based learning
3	Performance (show how)	Academic dental clinic / Work based learning
2	Competence (know how)	Skills lab
1 (The lowest)	Knowledge – (knowing)	E.g. Face to face teaching, seminars, e-learning

Module Outcomes

On successful completion of this module, the [learner] will be able to:

1. accept responsibility for continuing professional development, aware of own limitations and seek guidance and support from colleagues and professional bodies, and demonstrate an ability to critically review, evaluate and update own knowledge, skills and practices in order to keep pace with change.
2. Demonstrate understanding of communication as a human interaction and the barriers to effective communication and develop measures to promote positive communication with patients.
3. demonstrate knowledge and comply with local procedures for risk and safety management; including infection control, control of substances hazardous to health, fire regulations, safety issues relating to the use of dental equipment and material, reporting adverse events and near misses
4. take responsibility for their own safety and the safety of others, including patients, staff and fellow students
5. describe and manage a range of medical emergencies.
6. describe and discuss the role and responsibility of various members of the dental team and how each role relate to another and the provision of dental care within the different branches of dentistry
7. practice within the legislative and ethical frameworks appropriate to the role of DCPs, and the GDC's standards of conduct, Maintaining Standards; demonstrating professionalism regarding the use of alcohol and recreational drugs; report health problems that affect patient safety and disclose criminal records
8. Discuss and apply the concept of patient autonomy, promote patient choice, dignity, privacy and respect, and act as patient advocate in a non-discriminatory manner within clinical practice
9. consider the ethical and legal issues in day to day practice, including working with colleagues who are failing their professional responsibility

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10. demonstrate understanding of the clinical governance arrangements within PCTs and general dental practice, including handling complaints and using complaint as feedback to improve services
11. contribute to quality improvement through agreed protocols, clinical guidelines and audit
12. demonstrate critical understanding of the legislative and ethical frameworks that protect the welfare and interest of the patients/clients and the rights of health care workers, including the legal principles associated with record keeping, consent, care of the patient with special needs who is unable to give consent; and the legal principles associated with child protection
13. demonstrate critical understanding of evidence based practice and how this affects clinical and professional practice and decision making
14. Explain the principles of planning, undertaking and evaluating health promotion in the wider community and how this may impact on the delivery of primary dental care

Mapping to Regulatory Body Standards

This module enables students to meet the following GDC Learning Outcomes as outlined in Preparing for Practice to be able to register as a dental therapist.

1.1.1 Describe the principles of an evidence-based approach to learning, clinical and professional practice and decision making
1.1.7 Explain the potential routes of transmission of infectious agents in dental practice, mechanisms for the prevention of infection, the scientific principles of decontamination and disinfection and their relevance to health and safety
1.5.1 Explain the principles of obtaining valid patient consent
1.5.2 Obtain valid consent from the patient
1.5.5 Discuss the role of the dental therapist and other members of the dental team in the treatment plan
1.7.1 Treat all patients with equality, respect and dignity
1.7.9 Recognise local referral networks, local clinical guidelines and policies
1.7.10 Discuss the role of the dental therapist and other members of the dental team in the patient management process
1.8.1 Recognise the risks around the clinical environment and manage these in a safe and efficient manner
1.8.2 Implement and perform effective decontamination and infection control procedures according to current guidelines
1.8.3 Recognise and take responsibility for the quality of care provided to the patient
1.8.4 Take responsibility for ensuring compliance with current best practice guidelines
1.8.5 Recognise and manage medical emergencies
1.14.5 Explain the role of the dental therapist in the restoration of teeth
2.1 Describe 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, the ways in which these are measured and current patterns
2.2 Explain the dental and wider healthcare systems dental professionals work within including health policy and organisation, delivery of healthcare and equity
2.3 Describe and evaluate the role of health promotion in terms of changing the environment and community and individual behaviours to deliver health gain
2.5 Describe 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

3.3 Explain and check patients' understanding of treatments, options, costs and informed consent

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, including oral health promotion

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

5.1 Communicate appropriately, effectively and sensitively by spoken, written and electronic methods and maintain and develop these skills

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

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

5.4 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 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 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 learning and teaching methods 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 own capabilities and limitations in the interest of high quality patient care and seek advice from supervisors or colleagues where appropriate

9.7 Describe 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

10.2 Effectively manage own time and resources

10.3 Recognise the impact of personal behaviour and manage this professionally

10.4 Recognise the range of skills and knowledge that contribute to effective management and leadership

10.5 When appropriate act as an advocate for patient needs

10.6 Take responsibility for personal development planning, recording of evidence and reflective practice

10.7 Ensure that all aspects of practice comply with legal and regulatory requirements

10.8 Demonstrate appropriate continuous improvement activities

11.2 Recognise and respect own and others' contribution to the dental and wider healthcare team and demonstrate effective team working

11.4 Recognise and comply with the team working requirements in the Scope of Practice and Standards documents

 11.5 Recognise, take responsibility for and act to raise concerns about own or others' health, behaviour or professional performance as described in The Principles of Raising Concerns

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

12.3 Recognise and demonstrate the effective 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

12.5 Recognise and comply with national and local clinical governance and health and safety requirements

Assessment

Assessment Strategy

Overview: Please see the Course Handbook on Moodle for further general information on guidance, support and rules of assessment.
 	
Please see the Course Handbook on Moodle for further general information on guidance, support and rules of assessment.
 	
Learning outcomes: 1, 6 and 7: Online assessment to test understanding and problem solving (formative) (Compulsory completion of all course work)
 	
Learning Outcomes: 1, 2, 3, 4, 6, 7, 8 and 12: Work based assessment (summative)
 	
Learning Outcomes: 9, 10, 11 and 13: Written assignment 50% module weighting
 	
Learning outcomes: 2, 3, 5, 6, 7, 9, 11, 12, 13 and 14: short answer test 50% module weighting
 	
Formative:
25 x Clinical Logs and 3 x Reflective Logs are carried out during the term to provide supplementary evidence of underpinning knowledge.
 	
Summative
The summative assessment for the module comprises an assignment, a SAT and a work-based assessment
 	
1. ***Short Answer Test (SAT) 2 hours***
    4 compulsory questions to be answered
    This is a standalone assessment and forms 50% of the final module mark.
 	
2. **Assignment-** *2000 words maximum*
    Students are required to undertake an assignment of 2000 words (maximum) based on a scenario from the students clinical practice. The case study tests the following learning outcomes:
 	
    ▪ demonstrate understanding of the clinical governance arrangements within PCTs and general dental practice, including handling complaints and using complaint as feedback to improve services
    ▪ contribute to quality improvement through agreed protocols, clinical guidelines and audit
    ▪ demonstrate critical understanding of evidence based practice and how this affects clinical and professional practice and decision making
 	
    Assignments must be submitted through Faser by 12.00 (noon) 26th July 2018.
 	
    This is a standalone assessment and forms 50% of the final module mark.
 	
3. ***Work based assessment***
    Work-based assessments comprise clinical logs; case based discussions and reflective learning logs. Additionally students must pass all summative assessments that can be found in the Handbook. These need to be posted onto Moodle and submitted in the portfolio.

Minimum modular pass mark is 50

Feedback on the assignment will be available to students by 23rd August 18
Feedback on the SAT will be available to students by 13th September 18

Assessment Criteria

See below for the marking guides for the work-based summative assessments relative to this module.

Assessment statement (plagiarism, originality etc)

Confidentiality and Anonymity
All assignments concerned with clinical placements must be completely anonymous and no reference can be made to the name of the hospital, ward or department, or the client's, their carers or colleagues' real identities. You must not include any personal information which would allow a person to be identified. Thus it would be normal to change the person's name, occupation, location or even age etc when submitting your work. Failure to adhere to this requirement could be considered a breach of confidentiality and may be referred to the School's professional suitability committee.

Plagiarism And Other Academic Offences
The work you submit for assessment must be your original work. It will be subjected to electronic screening which helps to detect plagiarism (i.e. identifying work that has been taken from other sources, such as other student's work, electronic journals or pages from the Internet, without appropriately referencing and acknowledging the source). If you are uncertain what plagiarism is please read the information provided on the School of Health and Human Sciences' Moodle study skills website https://moodle.essex.ac.uk/course/view.php?id=93 – and in the relevant Undergraduate or Postgraduate Student Handbook. If you are still uncertain please speak to your tutor.

There are a variety of other academic offences (forms of cheating) which it is important to avoid, such as re-using work you previously submitted for another assignment without full acknowledgement or falsifying data or evidence. Further details can be found on the University's webpage http://www.essex.ac.uk/plagiarism/ and http://www.essex.ac.uk/academic/docs/regs/offpro.shtm

Resources Required
Please refer to 2012 Referencing Guidelines http://www.essex.ac.uk/hhs/current/files/referencing_guidelines.pdf

Essential

Belbin, R.M. (2010) Team Roles at Work. Oxford, Butterworth-Heinemann

Brockbank, A. and McGill, I. (2007) Facilitating Reflective Learning in Higher Education. Open University Press.

Burgess R (2011) New Principles for Best Practice in Clinical Audit. Radcliff Publishing Co

Cottrell S (2008) The Study Skills Handbook. 3rd Ed. Palgrave Macmillan

Greenhalgh T (2010) How to read a paper. 4th Ed. Wiley Blackwell

DOH (2001) Building a Safer NHS for patients The Stationary Office, London

Jarvis, P., Holford, J. and Griffin, C. (2003) The Theory and Practice of Learning. 2nd Ed. Routledge

Recommended

Crombie I (1996) The Pocket Guide to Critical Appraisal. Wiley-Blackwell

Daly B, Watt R (2002) Essential Dental Public Health. OUP Oxford

Elwyn G and Corrigan J M The patient safety story BMJ, Aug 2005; 331: 302 - 304.

Fox, W. M. (2000) Effective Group Problem-Solving. Information Age Publishing

Hughes P, Ferrett E (2011) Introduction to Health and Safety at Work. Butterworth-Heinemann

Kember, D. (2000) Action learning and action research: improving the quality of teaching and learning. London, Kogan Page.

Kolb, D. (1984) Experiential Learning, New Jersey, Prentice-Hall Inc.

Mostofsky D, Forgoine A, Giddon D (2006) Behavioral Dentistry Blackwell Munksgaard

McSherry, R. Pearce P. (2002) Clinical Governance: A Guide to Implementation for Healthcare Professionals. London. Blackwell Science.

Marshall, L. and Rowland, F. (1998) A Guide to Learning Independently 3rd Edn. Buckingham, Open University Press.

Morrel C, Harvey G (1999) The Clinical Audit Handbook Bailliere Tindall

Patel M, Patel N (2006) Dental Public Health: A Primer Radcliffe Publishing Ltd

Ramseier C, Suvan J (2010) Health Behaviour Change in the Dental Practice. Wiley-Blackwell

Singer P (2011) Practical ethics, Cambridge University Press, Cambridge

Journals

Dental Health; British Dental Journal;

Electronic

*The site addresses are correct at the time of submission but are subject to change.

Developing Professional Practice:		2.1
Team working		

Learning outcomes The student is able to communicate appropriately in an inter-professional and/or inter-disciplinary context and resolve differences of opinion arising within the dental team so that the patient receives optimum benefit. The student recognises the role the dental therapist play within the dental team in the patient management process.

The scope

In general dental practice

In community dental practice

1	2	3
Unable to vocalise findings to other team members, particularly when these differ from other clinicians Unable to engage others in effective team work Demonstrates little understanding of the role and expertise of others	Actively seeking relevant expertise of others in the provision of dental care Adopts an open mind, conciliatory approach and prepares to consider the views of other dental and healthcare professionals Generates practical solution to problems	Co-operates effectively with members of the dental and wider healthcare team in the interests of patients Able to create shared goals, resolve differences between team members, working toward patient centred care Aware of ambiguity of situation presented and able to think around issues

Summative Assessment

Date	Placement	Grade	CE Name
		1 2 3	

Comments including evidence of performance and competence

Developing Professional Practice: Practice within own Scope of Practice		2.2

Learning outcomes The student is able to recognise the limitation of his/her own skills and practices within own scope of practice and know when to refer to dental colleagues when elements exceeds own scope

The scope
Children
Adults
The older person
Patient whose medication may affected their ability to communicate
Patient with special needs
Non English speaker

1	2	3
Limited awareness of own limitations

Requires prompting to practice within the scope of DCPs | Demonstrates a clear understanding of the role and responsibility of a dental therapy student

Aware of own limitations and refers back to the source of delegation when appropriate | Practices in the best interest of patients at all times

Remain curious and interested in learning |

Summative Assessment

Date	Placement	Grade	CE Name
		1 2 3	

Comments including evidence of performance and competence

Developing Professional Practice:	2.3
Acting with Integrity	

Learning outcomes   The student demonstrates that they act with integrity by behaving in an open, honest and ethical manner in a non-discriminatory manner.

The scope
Children
Adults
The older person
Patient whose medication may affected their ability to communicate
Patient with special needs
Non English speaker

1	2	3
Value, respect and promote equality and diversity in most situations

Does not behave ethically in clinical encounters with patients and colleagues in most situations

Does not recognise or know how to manage incompetent or sub optimal practice | Value, respect and promote equality and diversity at all times

Recognise and takes appropriate action regarding the inappropriate behaviour of others if ethics are compromised | Behaves ethically in all clinical encounters with patients and colleagues

Acts on information which would lead to improved practices and services |

Summative Assessment

Date	Placement	Grade	CE Name
		1 2 3	

Comments including evidence of performance and competence

Developing Professional Practice	2.4
Human Rights	

Learning outcomes The student is able to provide empathetic care for all patients, including members of diverse and vulnerable populations; is able to respect patient's dignity and choice and recognises the need for an advocate to act in the best interests of the patient.

The scope
non-discriminatory and non-oppressive practice
vulnerable populations
In general dental practice
In community dental practice

1	2	3
Lacks warmth in dealing with certain section of the population, and show little evidence of understanding patient's thoughts or feelings	Demonstrated a caring manner and respect for all patients, including the diverse and vulnerable section of the population Is perceptive and responding appropriately to patient concerns with understanding Recognises the need for advocate to act and ensure the best interests of the patient	Able to reassure patients of all backgrounds and culture with appropriate words and action, gaining their confidence and trusting Non-judgemental approach to patients from a diverse background Able to act as an advocate to act and ensure the best interests of the patient

Summative Assessment			
Date	Placement	Grade	CE Name
		1 2 3	

Comments including evidence of performance and competence

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| Developing Professional Practice | | 2.5 |
| Patient Confidentiality | | |

Learning outcomes   The student is able to protect patient confidentiality

The scope
Maintaining patient records
Sharing information with other professionals and agencies
Using translators
Informal carers

1	2	3
Maintains confidentiality but this is not consistent over prolonged time

Demonstrate little evidence of understanding the legal and ethical principles associated with patient confidentiality | Safeguards patient confidentiality by safe keeping of patient records

Able to make appropriate judgments in the sharing of patient information | Works to improve system and processes that safe guard patient confidentiality

Uses interpreters appropriately to maintain patient confidentiality |

Summative Assessment

Date	Placement	Grade	CE Name
		1 2 3	

Comments including evidence of performance and competence

Developing Professional Practice:		2.6
Informed consent		

Learning outcomes   The student is able to provide the patient with accessible information in order to give informed and valid consent; this includes understanding of treatment to be undertaken, options and costs.

The scope
Children
Adults
The older person
Patient whose medication may affected their ability to communicate
Patient with special needs
Non English speaker

1	2	3
Maintains confidentiality but this is not consistent Unable to adapt language to suit particular needs of the situation Non-verbal behaviour did not facilitate dialogue	Able to engage patient in a dialogue, using silence effectively, allowing patients time to express thoughts and feelings and asking questions prior to giving consent for treatment Establishes a patient's capacity to give informed and valid consent	Use open, exploratory questions, enabling patients to become actively involved, dialogue with patients is enhanced by non-verbal behaviour Respond to questions openly and appropriately Obtains informed and valid consent

Summative Assessment

Date	Placement	Grade	CE Name
		1 2 3	

Comments including evidence of performance and competence

Developing Professional Practice: Communication with patients		2.7

Learning outcomes   The student is able to communicate effectively with dental patient's, particularly with more challenging situations such as anxious, challenging individuals or in discussing sensitive aspects such as breaking bad news, alcohol consumption, smoking or diet.

The scope
Children
Adults
The older person
Patient whose medication may affected their ability to communicate
Patient with special needs
Non English speaker

1	2	3
Able to initiate rapport, respond to verbal cues appropriately

Is not able to recognise non verbal communication in all situations and the effects this may have on patient care | Able to initiate rapport, respond to verbal cues appropriately and demonstrate empathy

Recognises non verbal communication behaviour encouraging dialogue regarding patient concerns.

Is able to apply to apply effective listening skills | Able to engage patient using non-verbal and verbal means in difficult and complex situation and acting sensitively to patients needs |

Summative Assessment

Date	Placement	Grade	CE Name
		1 2 3	

Comments including evidence of performance and competence

| Developing Professional Practice: | 2.8 |
| Infection Control | |

Learning outcomes The student is able to use and clean equipment safely, understand and apply exemplary disinfection, decontamination and sterilisation procedures, complying with current best practice guidelines, and deal with faulty equipment appropriately.

The scope

Children

Adults

The older person

Patient whose medication may affected their ability to communicate

Patient with special needs

Non English speaker

1	2	3
Unable to recognise faults in commonly used equipment and unaware of the cleaning procedure	Able to use and clean equipment safely and to a high standard and deal with faulty equipment appropriately Adhere to current health and safety legislation	Able to use and clean equipment safely, deal with faulty equipment appropriately and put in place a checking procedure to maintain staff and patient safety in the use of dental equipment

Summative Assessment

Date	Placement	Grade	CE Name
		1 2 3	

Comments including evidence of performance and competence

Developing Professional Practice:	2.9
Risk and Safety	

Learning outcomes   Student is able to comply with national and local procedures for risk and safety management; including infection control, control of substances hazardous to health, fire regulations, safety issues relating to the use of dental equipment and material, reporting adverse events and near misses.

The scope
Infection control
Control of substances hazardous to health
Fire regulations
Safety issues relating to the use of dental equipment and material
Reporting adverse events and near misses

1	2	3
Not familiar with safety procedure, unable to recognise risk and hazards in the working environment and unable to protect self and others from harm	Comply with procedures for risk and safety management, able to protect self and others from harm Aware of fire evacuation procedure	Actively promote safe practice, prevent self and others from harm from infection, fire, hazardous substance as a by product of dental practice, and report adverse events and near misses

Summative Assessment

Date	Placement	Grade	CE Name
		1 2 3	

Comments including evidence of performance and competence

Case Based Discussion Form

Student name:				
Assessor name:				
Date:		Practice:		
Summary of case discussed:				
	Insufficient evidence	Need further development	Competence	Excellence
Practising holistically				
Data gathering and interpretation				
Making decisions				
Clinical management				
Working with colleagues and in teams				
Maintaining an ethical approach				
Fitness to practice				
Overall performance				
Areas for further development:				

Key:

Rating	Explanation
Insufficient evidence	The student's performance during the discussion shows no evidence to justify being placed on a higher point of this developmental scale.
Needs further development	Rigid adherence to taught rules or plans. Superficial grasp of unconnected facts. Unable to apply knowledge. Little situational perception or discretionary judgement.
Competent	Accesses and applies coherent and appropriate chunks of knowledge. Able to see actions in terms of longer-term goals. Demonstrates conscious and deliberate planning with increased level of efficiency.

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	Copes with complexities and able to prioritise.
Practising holistically	The student considers the psychosocial needs of the patient
Data gathering and interpretation	The student contributes to the collection of clinical data and is able to make sense of clinical findings
Making decisions	The student is able to make relevant and appropriate decisions
Clinical management	The student makes appropriate contribution to clinical management
Team working	The student works well in a team context
Maintaining an ethical approach	The student maintain an ethical approach at all time
Fitness to practice	The student is aware of own limitation and seeks help appropriately

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Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication:			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not requires prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

Reflective learning log form

Date:	
Student name:	
Placement:	
Supervisor:	
What happened (e.g. who is the patient and why did the patient attend, i.e. social, medical and dental background and reason for attending)?	
What happened subsequently (event after the patient arrived at the surgery)	
What did you learn (from participating and reflecting on the event)	
What will you do differently in the future?	
What further learning needs did you identify and how and when will you address these	
Supervisor comment	

Clinical Log Form:
Relating to Learning Objectives:

Date:	
Student name:	
Placement:	
Supervisor:	
Procedure/ Communication Skills	

Patient details:	Gender:	Age:	Language:
Social history			
Medical history			
Dental history			
Procedure/skill			
CE comment			

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Marking Assessment Sheets and Grid Appropriate to this Module: Assignment – H741

	FHEQ qualification descriptor **LEVEL 6** Honours degrees are awarded to students who have demonstrated;	Relevant skills Typically, holders of the qualification will be able to	Related tasks To achieve a pass in this assignment students must;
1	**a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline**	**Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects**	• *Utilise relevant terminology to coherently describe a healthcare intervention that demonstrates a critical understanding of the legislative frameworks in relation to CQC, clinical guidelines and protocols and clinical audit.* • *Employ safe and effective techniques in delivering patient/ client care.* • *Highlight key areas of importance in relation to a particular topic.*
2	**an ability to deploy accurately established techniques of analysis and enquiry within a discipline**	**Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem**	• *Ask relevant questions, follow relevant lines of enquiry* • *Evaluate the evidence base for employing a particular technique or intervention* • *Utilise existing data or sources of evidence to develop appropriate judgements or solutions.*
3	**conceptual understanding**	**Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline**	• *Utilise literature and sources of evidence effectively to explore a topic and draw appropriate conclusions.*
4	**an appreciation of the uncertainty, ambiguity and limits of knowledge**	**Demonstrate decision-making in complex and unpredictable contexts**	• *Make appropriate recommendations for health care interventions that reflect the complexity and individualistic nature of healthcare*
5	**the ability to manage their own learning, and to make use of scholarly reviews and primary sources**	**Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences** **Exercise initiative and personal responsibility** **Demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature**	• *Use appropriate referencing system* • *Construct an assignment submission that is fluent and effective in communication* • *Manage self-directed learning effectively (e.g. meeting deadlines, group participation* • *Seek help and guidance as needed in a timely and appropriate manner* • *Identify areas of strength and weakness in own work.*

Module Specification and Guide Template 01.10.2012

FAIL	PASS (Third/ 2:2)	MERIT (2:1)	DISTINCTION (First)
The grades available for failed work are; **F** Equivalent to awarding a mark of 15%- **E** Equivalent to awarding a mark of 25%- **D** Equivalent to awarding a mark of 35%-	The grades available for work in the 'Pass' Category are; **PASS** Equivalent to awarding a mark of 40% (Third) **C-** Equivalent to awarding a mark of 45% (Third) **C** Equivalent to awarding a mark of 50%(2:2) **C+** Equivalent to awarding a mark of 55% (2:2)	The grades available for work in the 'Merit' Category are; **B-** Equivalent to awarding a mark of 63% **B** Equivalent to awarding a mark of 65% **B+** Equivalent to awarding a mark of 68%	The grades available for work in the 'Distinction' Category are; **A-** Equivalent to awarding a mark of 75% **A** Equivalent to awarding a mark of 85% **A+** Equivalent to awarding a mark of 95%
Work with a Fail grade will show; **Insufficient evidence of demonstration of the qualification descriptor required.** **The majority of tasks have not been achieved or the skills demonstrated fall below the minimum standard required.** **Significant areas of this work need to be developed prior to resubmission**	Work with a Pass grade will show; **Sufficient evidence of demonstration of the qualification descriptor required.** **The majority of tasks have been achieved and the skills demonstrated meet the minimum standard required.** **Several areas could be developed further in future work.**	Work with a Merit grade will show; **Clear evidence of demonstration of the qualification descriptor required.** **All tasks have been achieved and the skills demonstrated more than meet the minimum standard required.** **Some areas could be developed further in future work.**	Work with a Distinction grade will show; **Exemplary evidence of demonstration of the qualification descriptor required.** **All tasks have been achieved and the skills demonstrated meet the standard required to a high level.** **Occasionally there are areas that could be developed further in future work.**

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For indicative timetable for this module see the timetables for terms 1 and 2 on moodle

NHS values in HS741 - 6 - SP – Developing Professional Practice

Activities in which values are embedded	Method of Delivery	Relevant document and page number
Working together for patients		
HS741 Regulatory Body Standards	*Co-operate effectively with other members of the dental and wider healthcare team in the interests of patients*	Regulatory Body Standards p.10; p.11
	Recognise and respect own and others' contribution to the dental and wider healthcare team and demonstrate effective team working	
	Learners are taught regarding teamwork, both within the dental and wider healthcare team; teaching draws from practice experience in group-led discussions.	WBL assessment (2.1) p. 14
	They bring ideas from their workplace and draw on support from Clinical Educators to develop their ideas for patient benefit.	
Respect and dignity		
HS741 Regulatory Body Standards	*Treat all patients with equality, respect and dignity*	Regulatory Body Standards p.9; p. 10
	Recognise and respect the patient's perspective and expectations of care and the role of the dental team, taking into account issues relating to equality and diversity	
	Learners are introduced to standards expected of them by the University and the Regulatory Body, the General Dental Council. This is further reinforced within the learner's clinical placement and assessed throughout the module and programme.	WBL assessments (2.3; 2.4) p 16; p17
Commitment to quality of care		
HS741 Regulatory Body Standards	*Recognise and take responsibility for the quality of care provided to the patient*	Module Guide p.9
	Through the module the student will foster the habit of the provision of 'best practice' quality care underpinned by contemporary evidence based practice.	
Compassion		
HS741 Regulatory Body Standards	*Discuss and apply the concept of patient autonomy, promote patient choice, dignity, privacy and respect, and act as patient advocate in a non-discriminatory manner within clinical practice*	Regulatory Body Standards p.12

	Learners are introduced to considering how to utilise the students own experience to discuss previous experiential learning obtained from clinical practice.	
Improving lives		
HS741 Module Outcomes	*Practice within the legislative and ethical frameworks appropriate to the role of DCPs, and the GDC's standards of conduct, Standards; demonstrate professionalism regarding the use of alcohol and recreational drugs; report health problems that affect patient safety and disclose criminal records* *Discuss and apply the concept of patient autonomy, promote patient choice, dignity, privacy and respect, and act as patient advocate in a non-discriminatory manner within clinical practice* Learners are introduced to professional issues to protect patients and the public; this is implemented into the students WBL through reflective narratives.	Module outcomes p.11
Everyone counts		
HS741 Regulatory Body Standards	*Co-operate effectively with other members of the dental and wider healthcare team in the interests of patients* Learners discuss how they fit into the oral healthcare team and the benefits that teamwork offers to the public for patient benefit.	Regulatory Body Standards p.12 WBL (2.1) p.14