

A Novel, Staged Approach to Promoting Professionalism and Self-Awareness Among Dental Students



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The Idea Defined and the Significance of the Project

This project is a curricular innovation aimed at promoting student professionalism and self-awareness. Novel aspects include that:

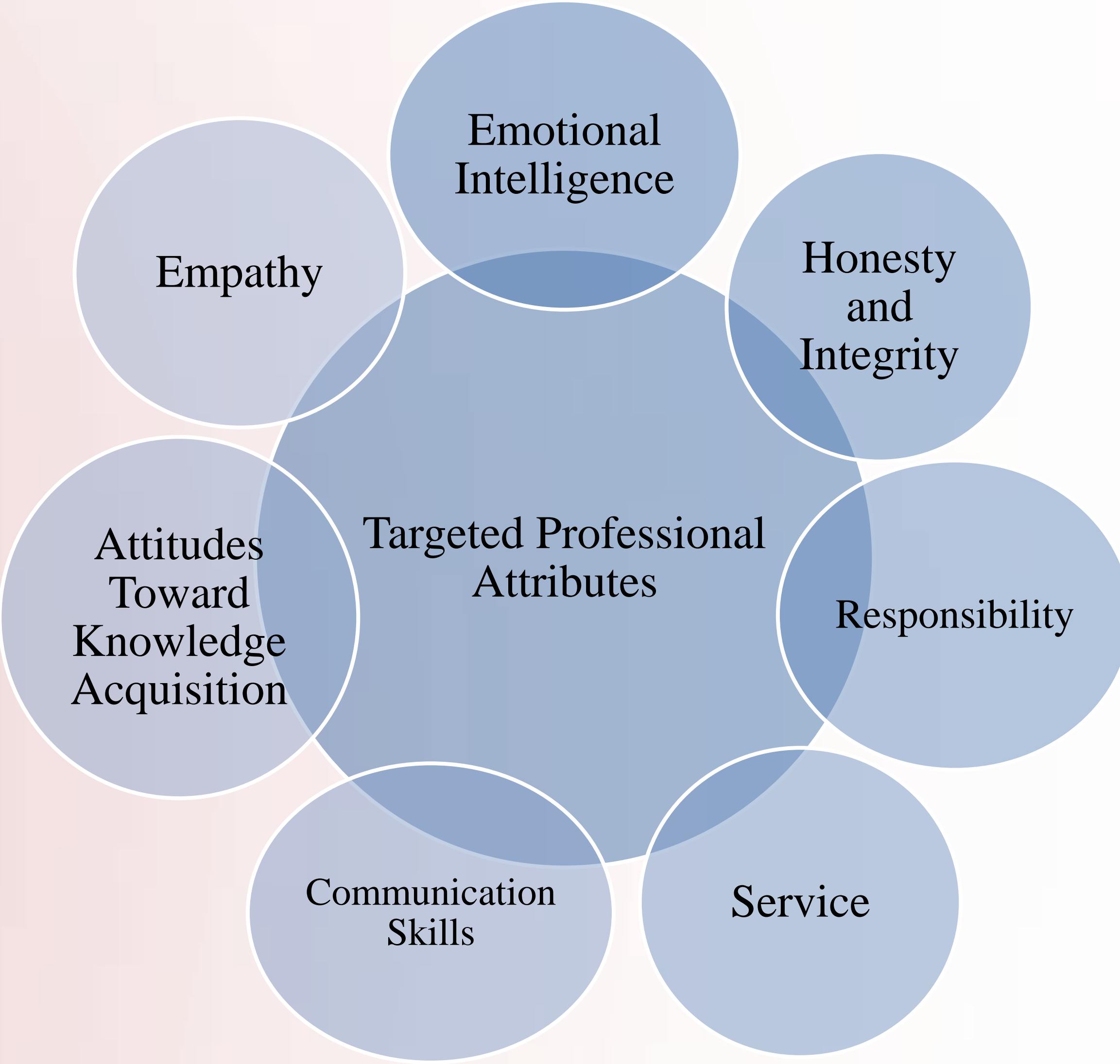
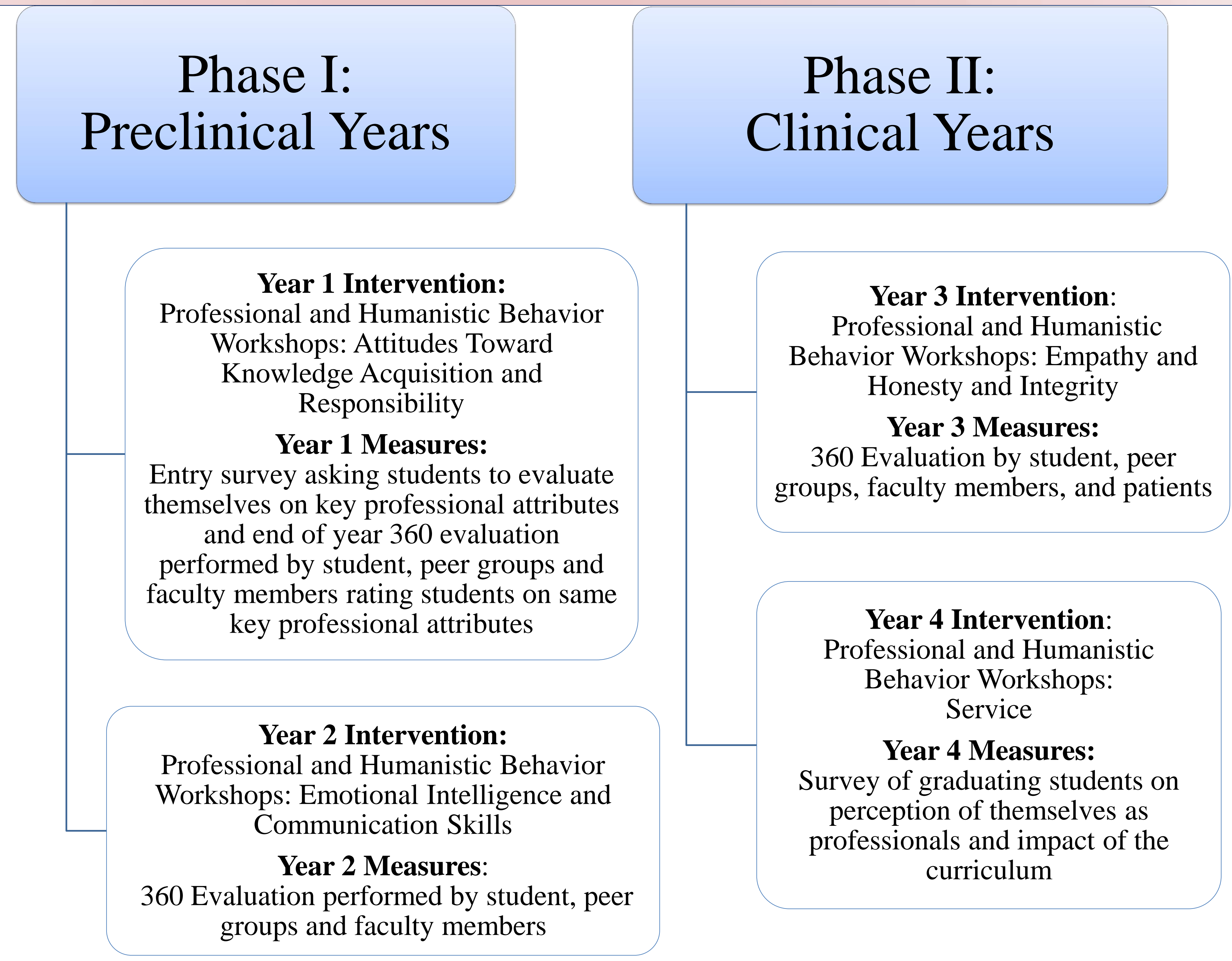
- 1) It represents a proactive approach to developing a student’s professional identity over the four years of predoctoral education. Workshops on Professionalism and Humanistic Behaviors will be staged to reflect student development and the different educational circumstances of the pre-clinical and clinical years.
- 2) It involves the use of 360 evaluations including evaluation by patients.
- 3) It will provide an opportunity to identify students who are most in need of targeted intervention.

This project is significant in that it has the potential to change student behaviors and includes features that have been identified as critical but often lacking when teaching professionalism and self-awareness.^{1,2} Furthermore, graduating dentists with strong professional values imparts them with the ability to serve the public with excellence and uphold the standards of the profession.

Collaboration and Resources

This project will require inter-professional collaboration with evaluation specialists for the development of survey instruments and educational and behavioral psychologists for the development of student workshops, targeted interventions, and faculty training. Patient coordinators will be utilized for patient surveys and social workers will collaborate with students to enhance patient satisfaction and experiences based on survey data.

Implementation



Outcome Measurement

Data from 360 evaluations will be analyzed to determine if there have been changes in student behaviors over time related to the targeted professional attributes.

Literature Cited

1. Karimbux, N. Creating a culture of academic integrity and professionalism. *J Dent Educ* 2016; 80(1): 3-4.
2. Bertolami, C. Why our ethics curricula don’t work. *J Dent Educ* 2004; 68(4): 4141-425.