Teaching dental professionalism with a scrubs ceremony

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Presentation overview

• The problem: challenges in teaching professional students about professionalism

• The teaching initiative: a dental scrubs ceremony

• Evaluation and analysis of findings

• Some reflections
The white coat as a symbol of care

• students recite an oath (Hippocratic oath or self-styled) in the presence of witnesses
• a keynote address by an eminent role model
• the cloaking of the students
• a celebratory reception
Our Scrubs ceremony

Aims:

• To introduce students to the concept of professionalism

• To provide guidance and information to Year 2 students
  • As they transition into their clinical training

• To offer an occasion where students can publically declare their commitment
  • to patient-centred care
  • professional behaviour
What did our scrubs ceremony entail?

1. **1.5 hour seminar:**
   - Dental professionalism
   - Roles and responsibilities
   - The meaning of scrubs
   - Digital professionalism

2. **A code of conduct and values:**
   - Student pledge is discussed & signed

3. **Handing out of scrubs by Acting Head of School**
Evaluation and analysis

• Questionnaire was distributed to students at two different time points
  • the week after the ceremony and at the end of term.

• N=73 (complete class = 74)
Quantitative Findings

• the scrubs ceremony is
  • ‘okay’ overall = 47.2%
  • ‘good’ = 34.7%
  • ‘moderately worthwhile’ = 36.1%
  • ‘slightly worthwhile’ = 51.4%

• the teaching activities were
  • ‘poor’ (34.3%) or ‘fair’ (34.3%)
How much did they already know?

<table>
<thead>
<tr>
<th></th>
<th>None/A little/A bit</th>
<th>Quite a bit</th>
<th>Most of it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental professionalism</td>
<td>62.1%</td>
<td>25.7%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Student code of conduct</td>
<td>80%</td>
<td>13.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Digital professionalism</td>
<td>48.7%</td>
<td>32.4%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Dress policy of UH Bristol</td>
<td>79.2%</td>
<td>15.3%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>
What did they learn about professionalism from the scrubs ceremony?

<table>
<thead>
<tr>
<th></th>
<th>Learned nothing new/ A little/ some</th>
<th>Learned quite a bit</th>
<th>Learned a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental professionalism</td>
<td>63.5%</td>
<td>24.3%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Student code of conduct</td>
<td>47.9%</td>
<td>34.3%</td>
<td>17.8%</td>
</tr>
<tr>
<td>Digital professionalism</td>
<td>59%</td>
<td>23.3%</td>
<td>17.8%</td>
</tr>
<tr>
<td>Dress policy of UH Bristol</td>
<td>54.9%</td>
<td>24.7%</td>
<td>20.6%</td>
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</tbody>
</table>
Some contradictions

- ‘the meaning of the scrubs was good’
- ‘really enjoyed receiving the scrubs’
- ‘More emphasis on dress code and mandatory rules rather than meaning of scrubs’
- ‘Good concept, spend less time on professionalism, more time on dress code’
- ‘Good to go through and define key terms, but went into too much detail’
Future work/improvement

- Relevance and duplication of content
- Time management-the ceremony overran by 1 hour
  - either shorten the ceremony or introduce a break to the proceedings.
- Overall, 50% of students felt that the event should be repeated for next year’s Year 2s.
Is a scrubs ceremony useful?

<table>
<thead>
<tr>
<th></th>
<th>Not at all useful/a little bit/some use</th>
<th>Quite useful</th>
<th>Very useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the scrubs ceremony</td>
<td>39.8%</td>
<td>35.6%</td>
<td>24.7%</td>
</tr>
<tr>
<td>(n=73)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the end of term</td>
<td>72%</td>
<td>26.3%</td>
<td>1.8%</td>
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<tr>
<td>(n=52)</td>
<td></td>
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</tbody>
</table>
Discussion points and issues for consideration

- Q. Is a scrubs ceremony a useful way of teaching professionalism?
  - Can it be taught?
  - How is it best learned?
Any further questions?

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