



ETHICS & LAW

SPECIAL INTEREST GROUP

ADEE – RIGA

29th August 2014



MALMÖ UNIVERSITY

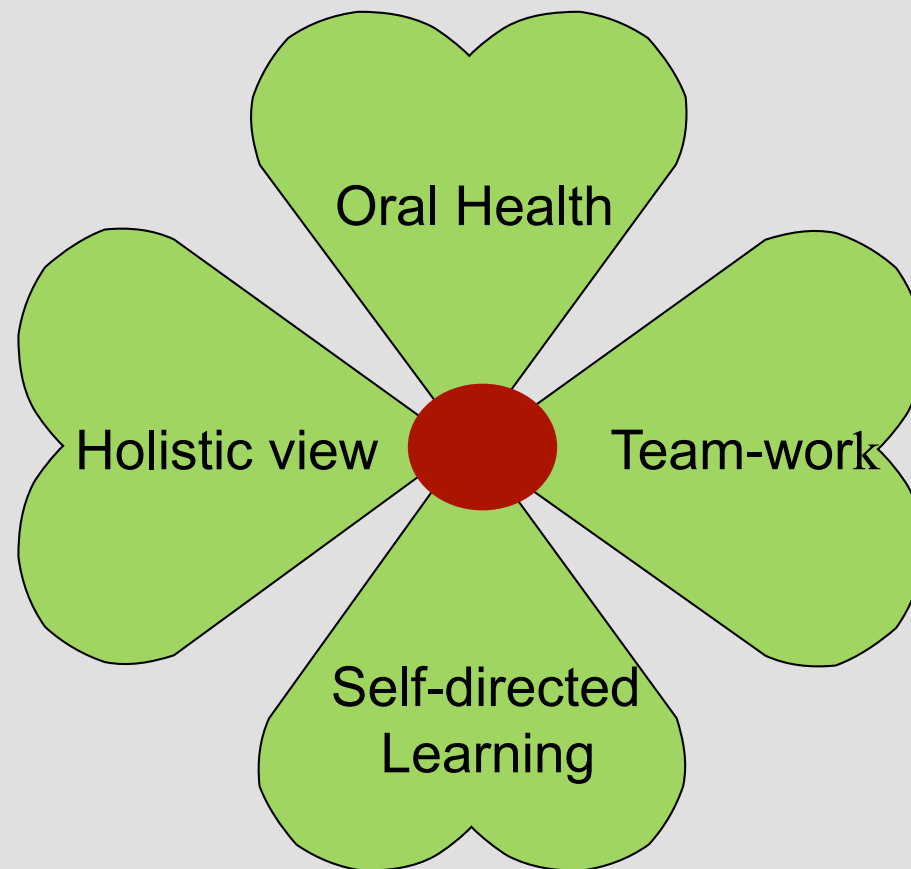


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OVERVIEW OF THE DENTAL UNDERGRADUATE CURRICULUM IN MALMÖ

Four main principles



Rohlin/Svensäter

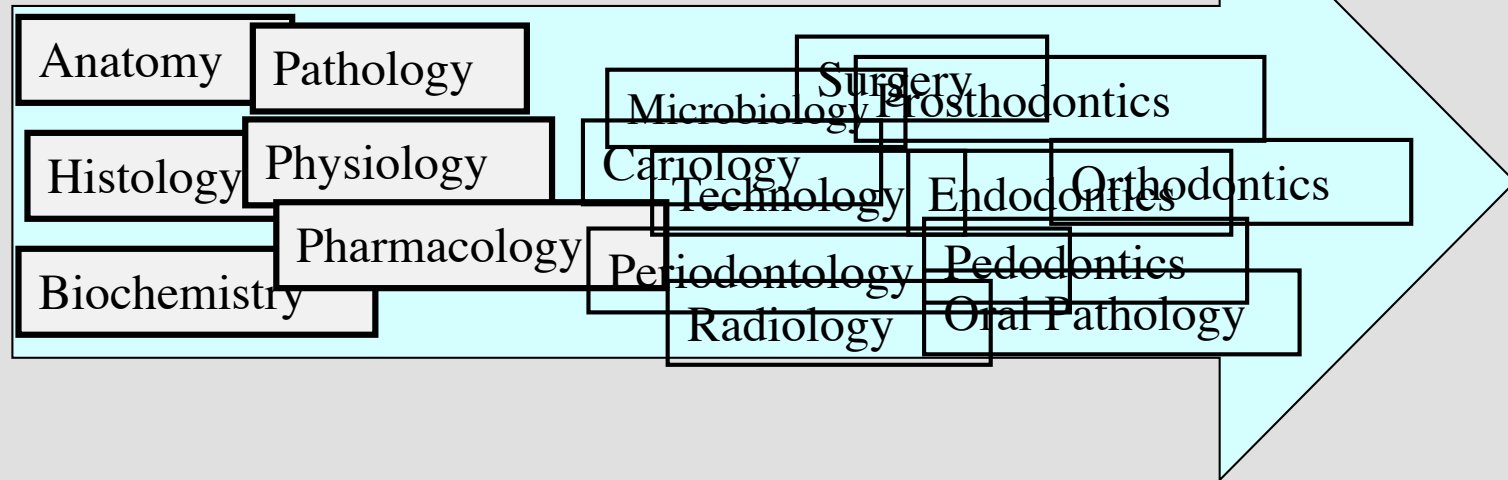
TRADITIONAL DENTAL CURRICULUM

Preclinical studies

Year 1-2

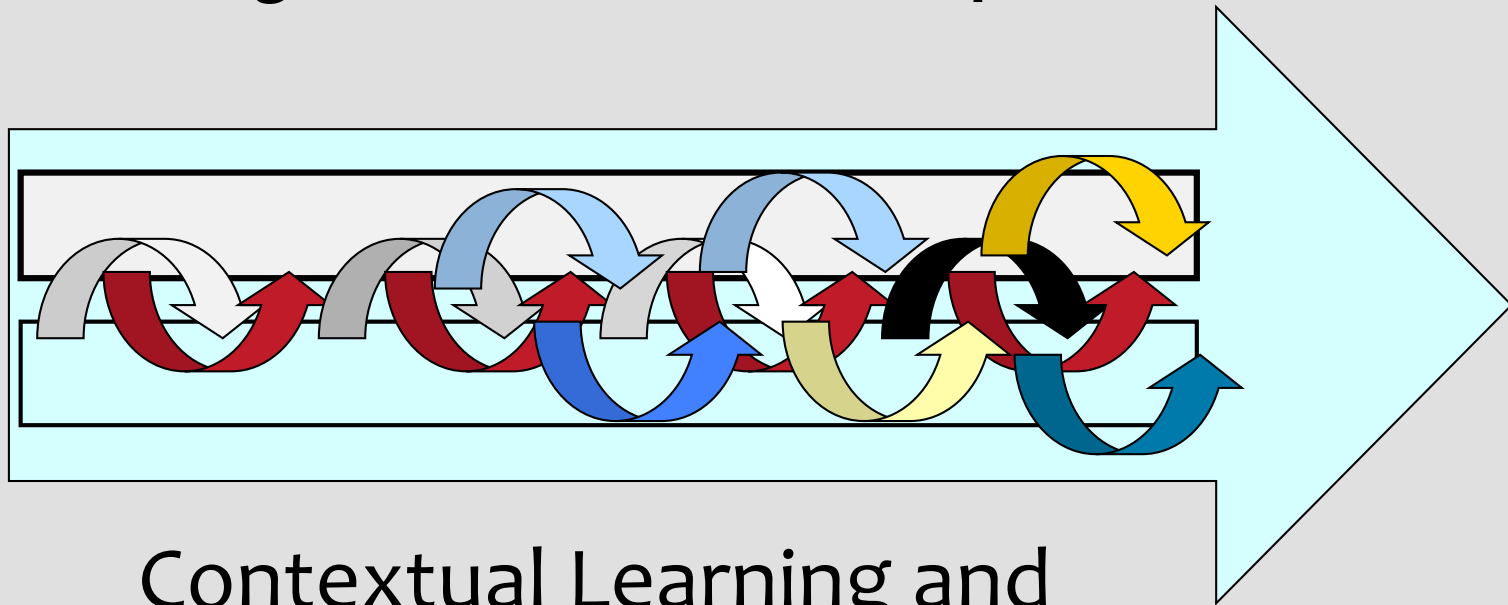
Clinical studies

Year 3-5



The Malmö-Model

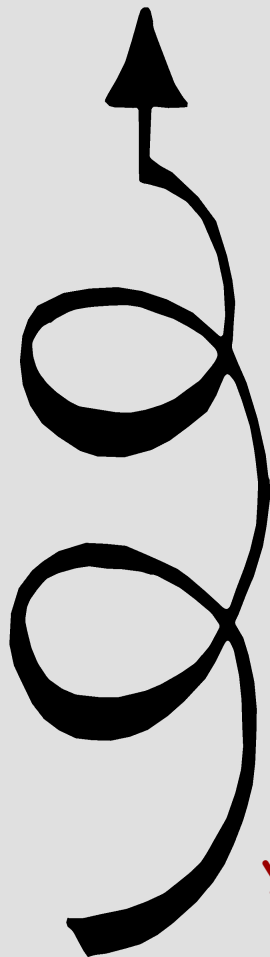
Learning for Professional Development



Contextual Learning and
Interdisciplinary Integration
In a **Spiral Curriculum**

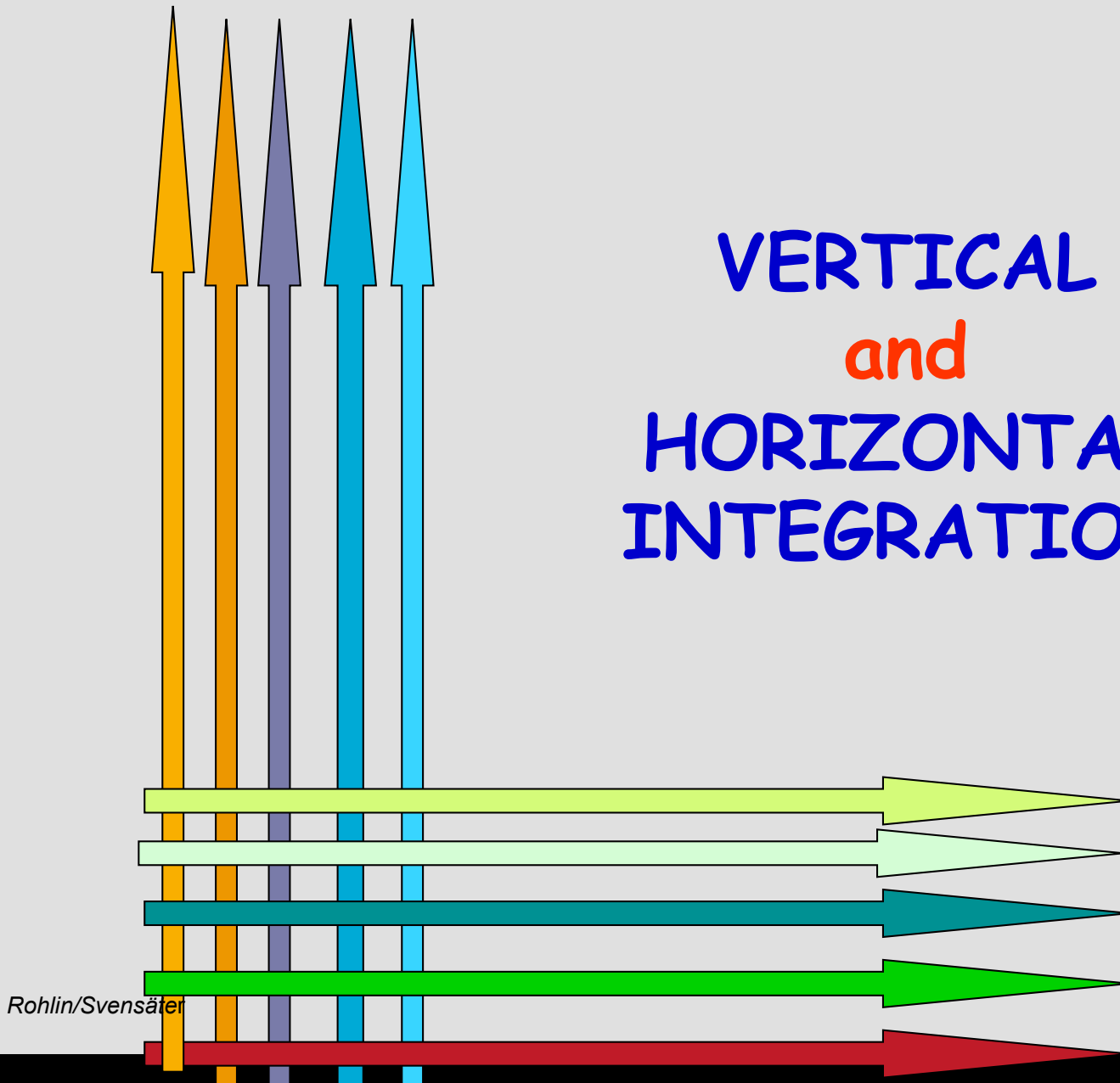
Rohlin/Svensäter

OVERVIEW OF THE 5-YEAR DENTAL UNDERGRADUATE CURRICULUM



- Year 5** Comprehensive Oral Health Care in Perspective towards the Society
Comprehensive Oral Health Care with a Perspective towards the Individual. Diseases of the Head and Neck Region relevant
- Year 4** Comprehensive Oral Health Care of Children, Adolescents and Adults
Disorders of the Stomatognathic System and Oral Rehabilitation
- Year 3** Evaluation of Diagnoses and Management of Oral Infections
Diagnosis and Treatment of Infections in the Oral Cavity
- Year 2** Prevention, Diagnosis and Treatment of Caries and Periodontitis
Diagnosis and Treatment of Caries and Periodontitis in Adults
- Year 1** Diagnosis and Treatment of Simple Periodontal Disorders in Adults
The Oral Ecosystem
Oral Health Care in Cooperation - an Introduction.

VERTICAL and HORIZONTAL INTEGRATION



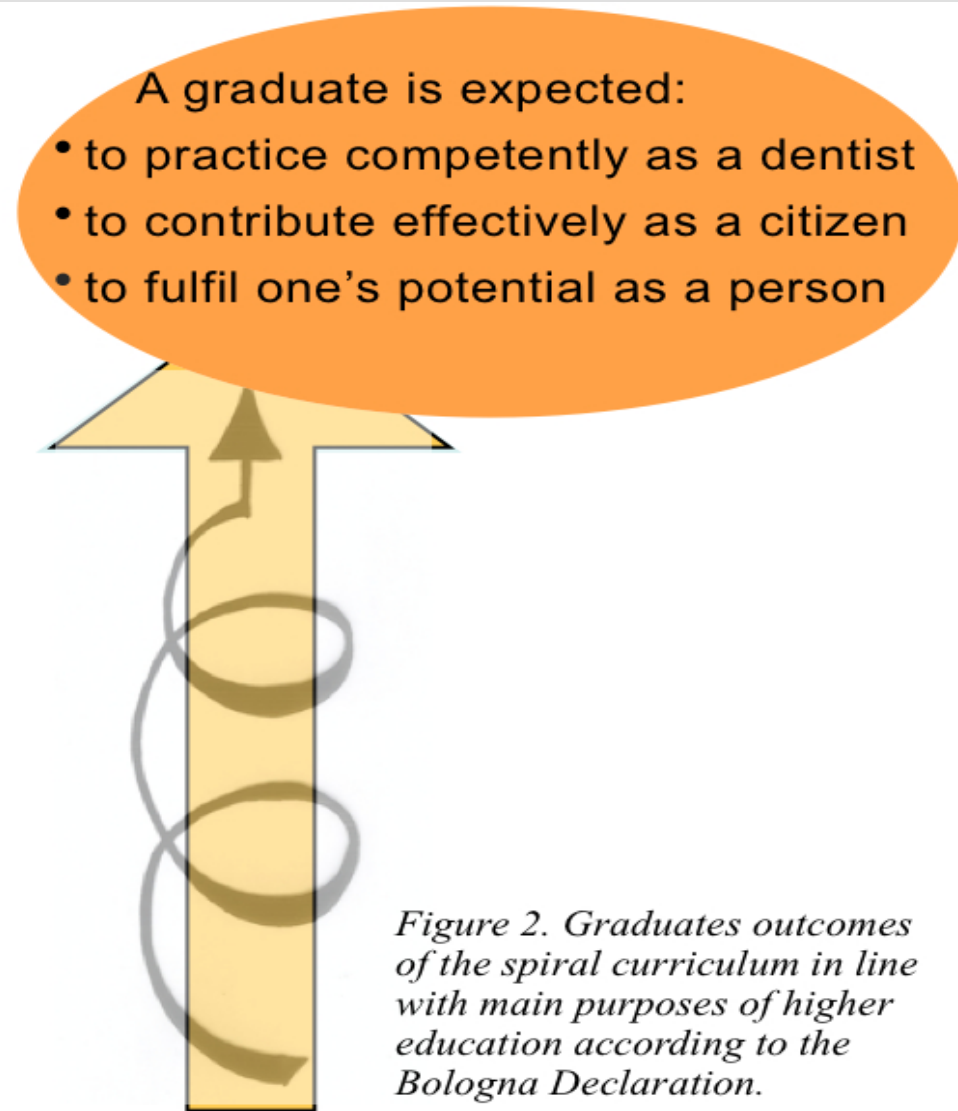
Expected Outcome of the Curriculum

Alignment of the curriculum

Strong links between

- Aims
- Objectives
- Learning activities
- Assessment criteria
- Feed-back to students course evaluation

Rohlin/Svensäter



LEARNING ENVIRONMENTS

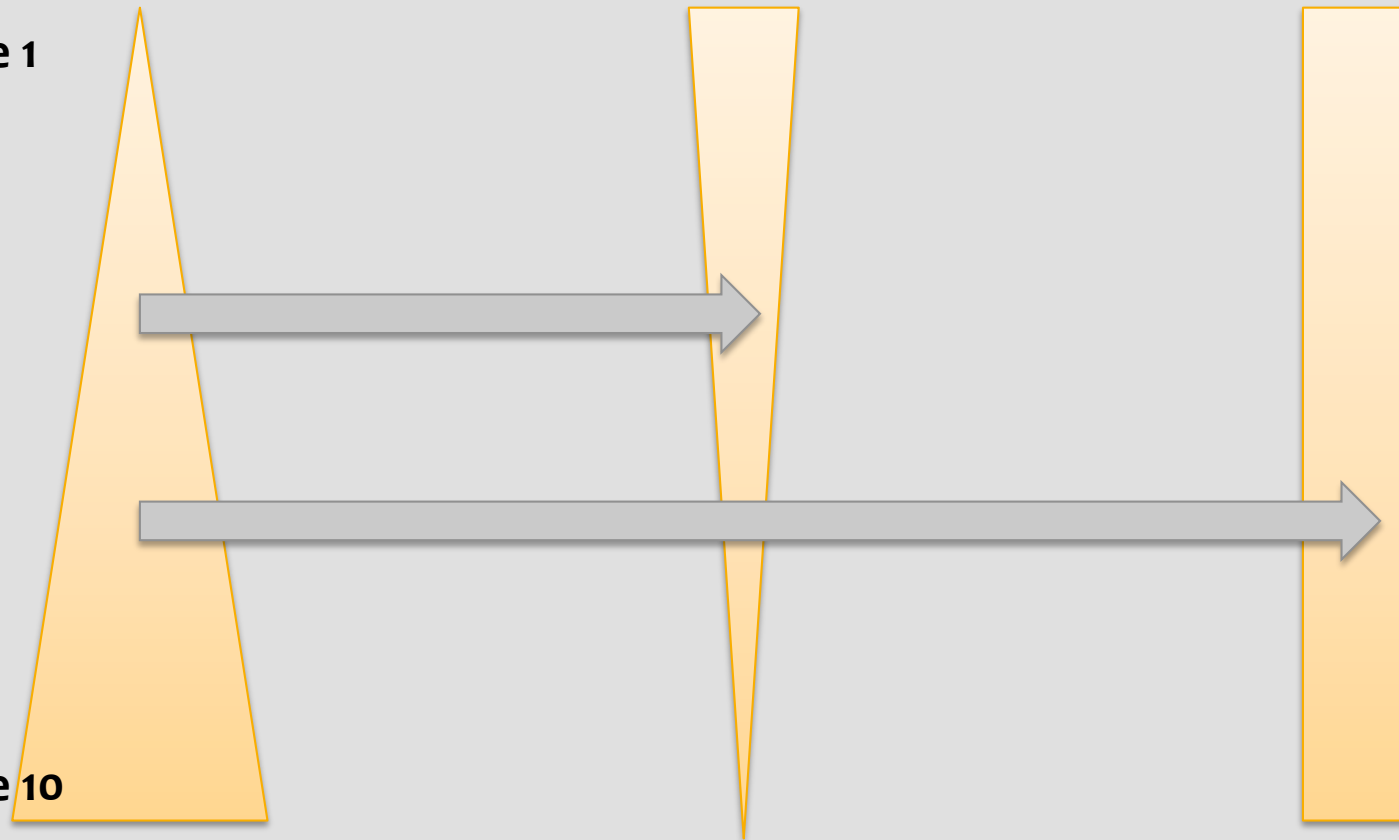
Clinical situation

Skills laboratory

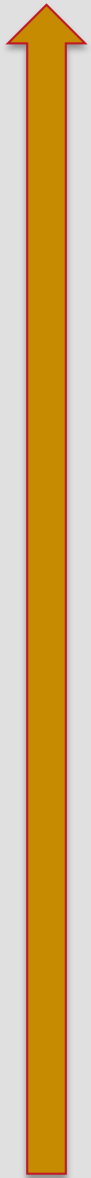
Study grup/Seminars/Lectures

Course 1

Course 10



Björnsson/Lindh



Course

Study Programme

University

National

ADEE Profile and Competences
Bologna

Professional Attitude and Behaviour

Supporting competences

On graduation, a dentist must be competent at:

- (1.1) Demonstrating an appropriate caring behaviour towards patients.
- (1.2) Displaying appropriate professional behaviour towards all members of the dental team.
- (1.3) Seeking CPD allied to the process of continuing education on an annual basis, to ensure that high levels of clinical competence and evidence-based knowledge are maintained. This should be readily demonstrated through the use of a CPD logbook/portfolio.
- (1.4) Managing and maintaining a safe working environment, working with other members of the dental team with regard to health and safety and clinical risk management
- (1.5) Social and psychological issues relevant to the care of patients

Ethics and Jurisprudence

On graduation, a dentist must be competent at:

(1.8) Providing humane and compassionate care to all patients.

(1.9) Selecting and prioritising treatment options that are sensitive to each patient's individual needs, goals and values, compatible with contemporary methods of treatment and congruent with appropriate oral health care philosophy.

(1.10) Acknowledging that the patient is the centre of care and that all interactions, including diagnosis, treatment planning and treatment, must focus on the patient's best interests.

(1.11) Respecting patients and colleagues without prejudice concerning gender, diversity of background and opportunity, language and culture, disabilities and sexual orientation.

(1.12) Recognising their own limitations.

National Level

- Demonstrate the ability to use a **holistic view** of man and make **assessments** based on relevant **scientific, social and ethical aspects with particular attention to human rights**
- Demonstrate the ability to take a **professional approach** and thereby protect and **respect the patient's needs**

ADEE Profile and Competences Bologna

- Providing humane and compassionate care to all patients
- Demonstrating an appropriate caring behaviour towards patients
- Respecting patients and colleagues without prejudice concerning gender, diversity of background and opportunity, language and culture, disabilities and sexual orientation

Study Programme

- Be able to take **decisions on ethical questions arising in oral health care** (for example, concerning the use of new methods/materials, treatment of patients of different ages and in different states of health, respect for other cultural aspects of care)

University

- Have acquired a **comprehensive, medical and social view of the whole individual** and his/ her place in the family and in society
- Understand the relationship between, on the one hand, the patient's state of oral health and, on the other, his/her general health and other underlying factors as well as **have learned to respect the patient's integrity and developed a capacity for empathy,**

Course

INTRODUCTION COURSE

- Be aware of **different views on ethnicity** and their role in social relations

COURSE 1

- Take account of and **improve patients oral health** by taking **patients live situations** into consideration

COURSE 5

- Feel responsible for **giving the patient comprehensive information** on the **different conditions of oral infections** or inflammatory conditions that have been identified together with available treatment possibilities

COURSE 9

- **Respect and empathy** with patients with **malignant diseases** with special consideration for the **psycho-social aspects**

HOW DO STUDENTS LEARN ABOUT ETHICS AND LAW?

Depending on:

- Social context
- Educational philosophy and mode (e.g Malmö early clinical experience)
- Different learning environments

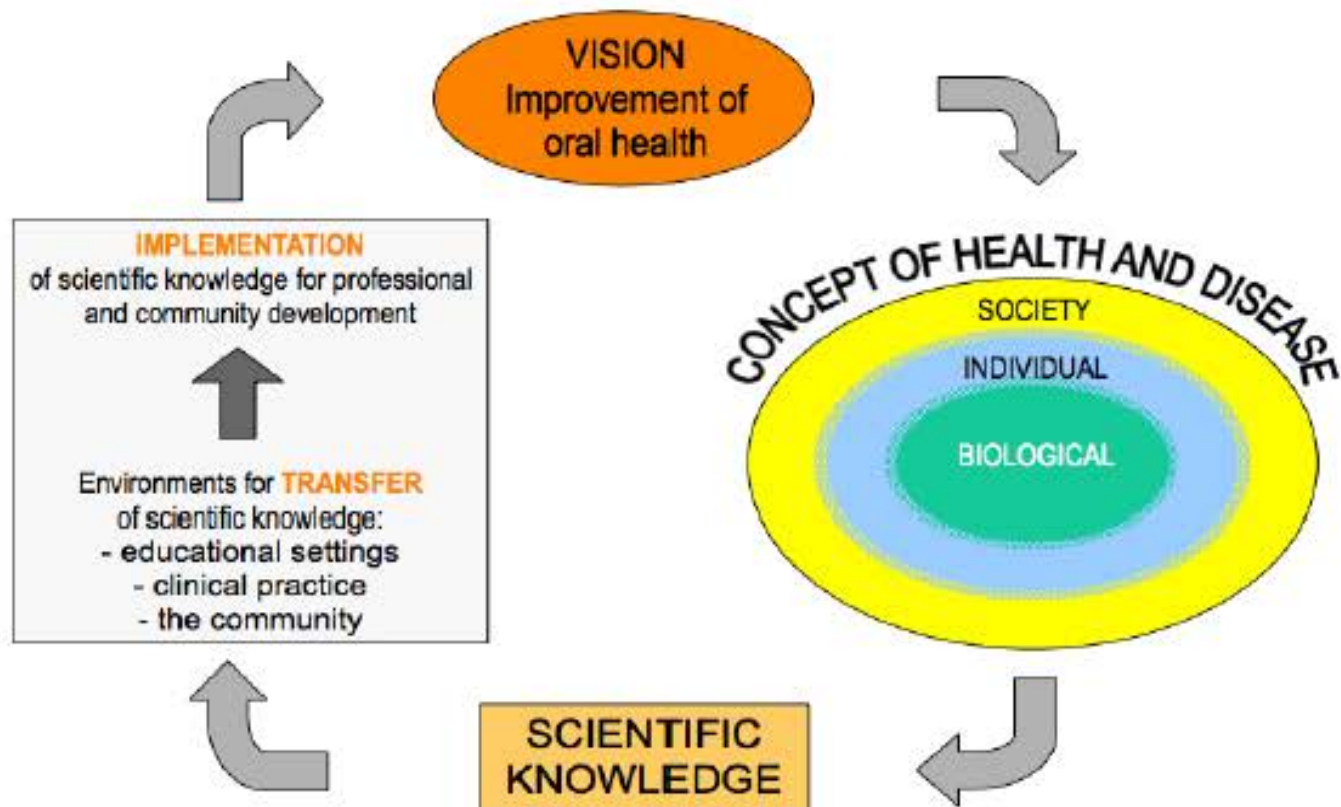


Figure 1. Our model of Education and Research based on the Vision: Improvement of oral health. The important features are the biological-psycho-social concept of health and disease and the flow between scientific knowledge and transfer and implementation of knowledge. Flow is created by continuous environmental scanning in partnership with the profession and community.

ASSESSMENT

Continuous assessment by supervisors observing students in the clinic

Self-and peer assessment



THANK YOU!