

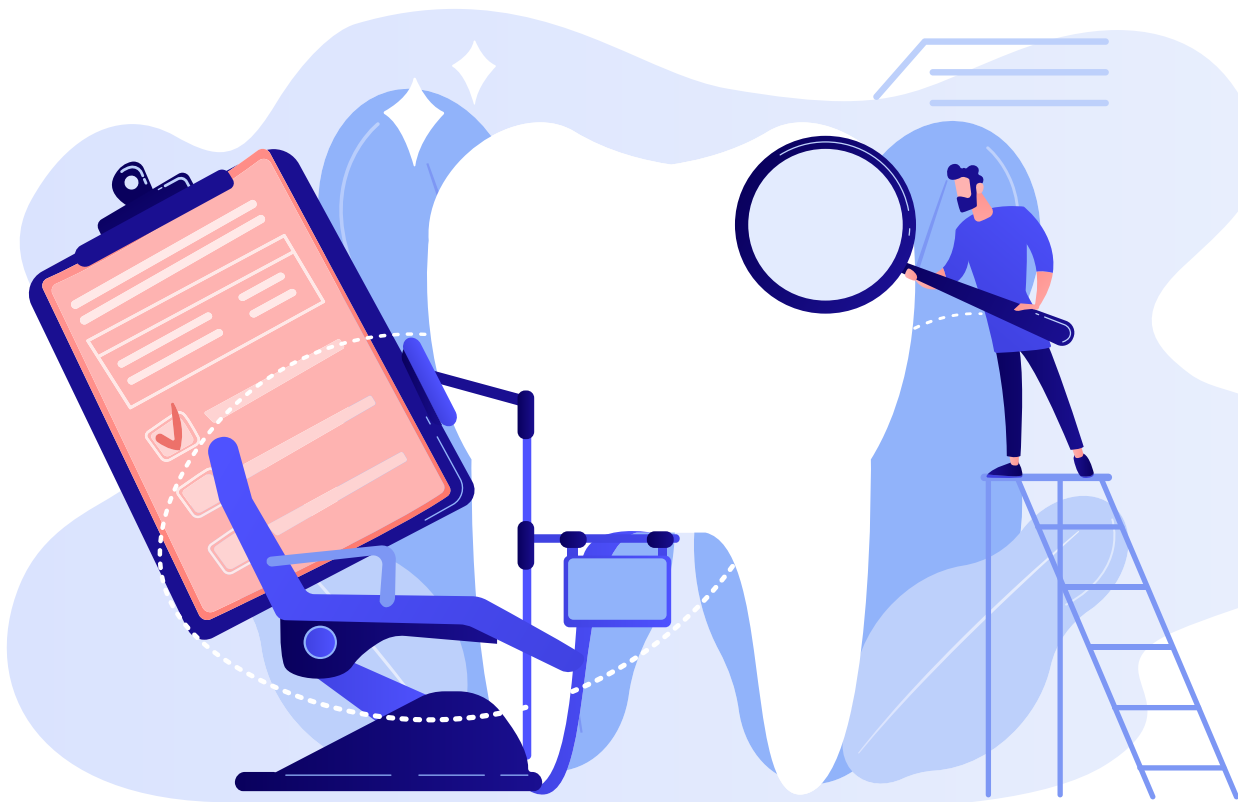
Unique Student Survey Number:

DENTAL
MENTOR 
YOUR MEDIC FAMILY

VIRTUAL WORK EXPERIENCE

REFLECTIVE JOURNAL





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Introduction



Welcome To Medic Mentor's Virtual Live Work Experience Programme & Reflective Journal

Welcome to the reflective work experience journal. This journal has been designed for you to use alongside each session of your work experience.

The Virtual Work Experience Programme by Dental Mentor will extend over 4 months, so relying on memory recall perhaps isn't the best option to maximise your learning. To help you make the most of this opportunity, we've created this tool which you can use before, during and after each session.

With that in mind, the reflective journal will help you document your observations and provides a notes section alongside each case so you can streamline any questions you would like to ask the facilitators on the day. If reflective writing isn't an activity you're very comfortable or familiar with, this journal is designed to help get you become more confident with putting your thoughts down on paper. If you don't want to use it, that's completely fine. But we would strongly encourage you to keep a record of what you learn throughout any work experience you do, as this will help you when you come to do your personal statement and interviews. After all, so much of being a healthcare professional is about continuing professional development, cultivating self-awareness through learning from our mistakes and constantly striving to improve care for our patients.

Throughout the virtual work experience, you will closely follow a variety of patient cases over a period of 4 months. This journal will help you stay focused throughout the day, training you to concentrate on the important learning objectives. Remember you can always create more than one reflection from each experience!

The aim of the Virtual Work Experience programme is to give you real time insight into the patient journey and the day in the life of a dentist in a format designed to help you get the most out of what you are observing. We really want this to be a valuable and enjoyable learning experience. From our own work experiences, we all remember how little of what we saw actually made sense. In this programme, we've slowed things down and have designed facilitated discussions to help you understand important ethics and principles central to working as a dentist, key NHS values and how the clinical environment works, all from the safety and comfort of your home.





Structure Of The Virtual Work Experience Programme

This programme is comprised of four sessions which will follow three different patient pathways across the four-month programme. This will give you a broad

overview of dentistry from the general practice and secondary care hospital perspectives. It will demonstrate the breadth of care provided by dentists at every stage of the patient pathway, and the variety of cases you would face during a dental career.

Each session will also focus on the different skills, values and quality of care domains required by a dentist, knowledge of which is essential to demonstrate throughout your application, in both your personal statement and in your interview.

The programme has been designed as a spiral curriculum where each week you will acquire new knowledge, as well as building on what you have learnt from the previous sessions, all to help maximise and consolidate your learning.

Aims and Learning Outcomes

This virtual live work experience programme has been designed to replace in-person clinical work experience which has not been possible because of the COVID-19 pandemic. We recognise that gaining useful work experience in healthcare is becoming increasingly difficult, so have designed this programme to provide you with relevant experience to studying dentistry.



Benefits of this programme:

- Designed, developed and delivered by practicing dentists
- Real-time, high-fidelity, simulated patient scenarios
- Breakout sessions to provide quality teaching on the content
- Opportunity for you to pose questions to the dental team
- Interviews with the dental team about their careers and application advice
- Spotlight on the wider dental team and the role of dentists in a multi-disciplinary team
- Completely free
- Provides you with a reflective diary to use in real-time and post-session activities to consolidate your learning



- Teaches you how to reflect and make the most of your work and volunteering experiences

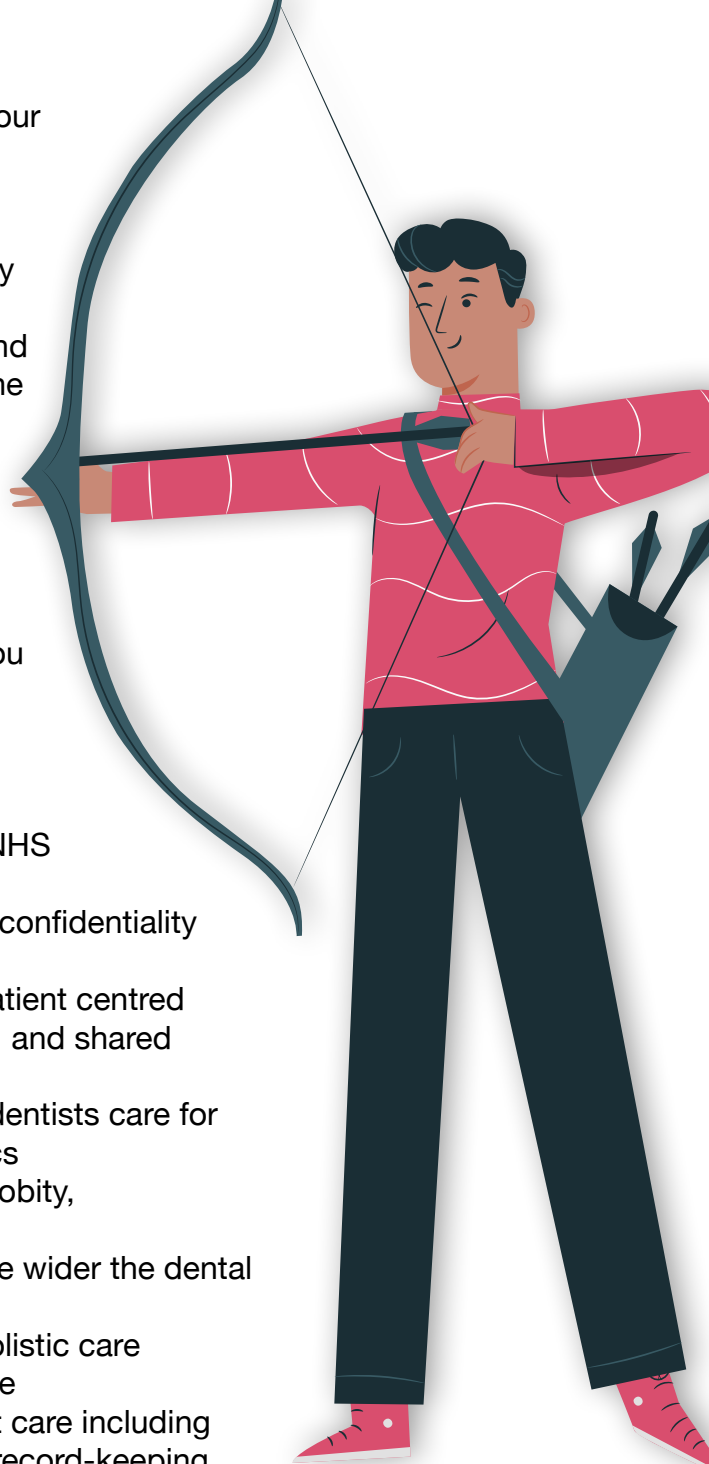
Aims of the programme:

- To provide a realistic insight into a career in dentistry
- To motivate students to pursue a wide range of healthcare careers, within dentistry as well as beyond
- To widen access to healthcare careers, in spite of the COVID-19 pandemic
- To follow different patient journeys and to demonstrate a typical day in the life of dentists in different care settings and teams

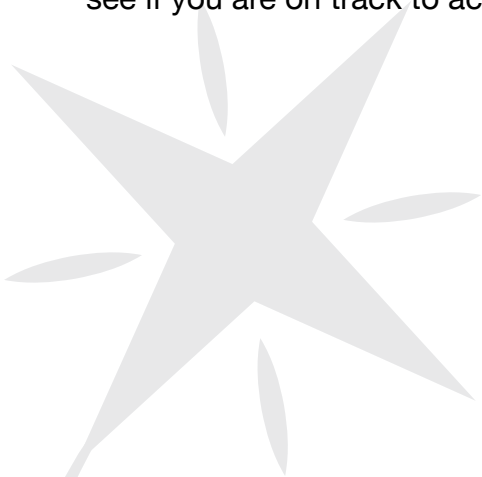
Learning outcomes:

By the end of this four session programme, we want you to be able:

- To understand the skills required by a dentist
- To understand the duties of a dentist
- To understand the meaning and application of the NHS Constitution (the six core values of the NHS)
- To understand and apply the principles of consent, confidentiality and acting in best interests
- To understand the importance and application of patient centred care, addressing ideas, concerns and expectations, and shared decision making
- To gain insight into the wide range of patients that dentists care for
- To understand and apply the pillars of medical ethics
- To understand the importance and application of probity, professionalism, and dealing with uncertainty
- To understand the importance and application of the wider the dental team and the multidisciplinary team
- To understand the importance and application of holistic care
- To develop your own reflective practice in healthcare
- To understand the important components of patient care including medical history taking, clinical examination, dental record-keeping, diagnostic methods and investigations, formulation of a treatment plan, and referral to secondary care and other specialties
- To understand how to reflect on your own personal strengths and weaknesses and to use this to assist your professional development
- Following on from the aims and outcomes we have set for the programme, we encourage you to set your own learning outcomes about what you really want to gain from this virtual work experience programme. As you go through the programme, keep coming back to this list to see if you are on track to achieve your objectives:



and



What do you hope to gain from the programme?

1.

2.

3.

What do you hope to learn from the programme?

4.

5.

6.

How do you plan to apply what you have learned from the programme?

7.

8.

9.



Induction To Your Work Experience.



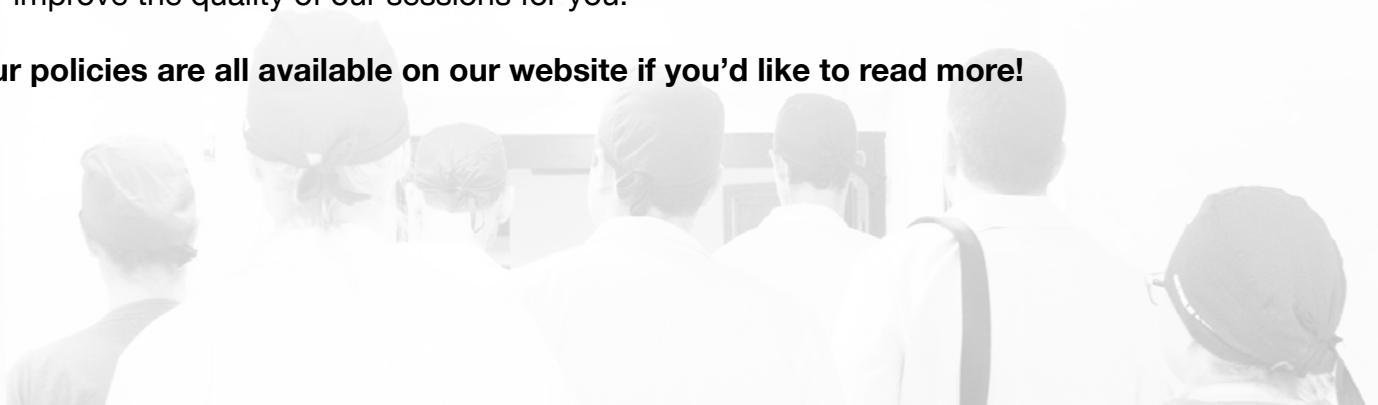
Welcome to your Virtual Work Experience placement with Dental Mentor. Let's get you inducted.

Please note that all of our patients and scenarios are entirely fictional and are not based on any real life individuals. Names and demographics are fictional and any similarities are pure coincidence.

What We Expect Of You

- This is a formal clinical work experience placement that is designed to give you an insight into the healthcare system. Just as we would ask if we were meeting you in person, we expect you to be respectful at all times of the dentists and healthcare professionals who have given up their time to make this happen for you.
- Online safety: We are aware that some students have chosen to set up personal chats etc online to share notes and reflections. These are private groups, with which we have no affiliation or responsibility for content. Dental Mentor do not monitor or moderate these and therefore ask you to be mindful of the content you post and comments you may be exposed to. Dental Mentor cannot be held responsible for any activity in private chat groups/ forums.
- All cameras are to be switched off and microphones to be muted. Anyone not complying with this will be removed immediately.
- Please be punctual for start times at the beginning of the day and following breaks.
- Our Q&A platform will be made available to you, to provide you with the opportunity to ask questions of our clinicians and facilitators. Please come to the session with any burning questions you might have and we will do our best to answer as many as we can! Any inappropriate content or offensive language will lead to you being removed immediately from the programme. We have a zero tolerance policy for unprofessional behaviour.
- Feedback- we ask that following each VWE day you complete our feedback form to help us improve the quality of our sessions for you.

Our policies are all available on our website if you'd like to read more!



Your Brief

You are the work experience student at a local dental practice that carries out both NHS and private dental treatment. You are shadowing a general dental practitioner (GDP) and will gain insight into their discussions with and management of patients, as well as the range of procedures they carry out on a daily basis. You will follow the patients you see through their admission journey. In some sessions, there will be a 'Spotlight on a Specialty' where you will gain an insight into a specific dental specialty. Throughout the course of the programme you will be exposed to a different members of the wider dental team who work together with the dentist, as well as members of the multidisciplinary team in other settings such as in hospital.

How The Programme Will Work

Before And During The Programme:

- Read the Reflective Diary
- Read the Learning Outcomes
- Set your own learning objectives, what do you want to get out of this programme?
- Read about the importance of reflection and the Gibbs model for reflection.
- Log into Slido
- Fill in the pre-programme questionnaire
- Visit the Medic Mentor website to see how else we at can support your application

During The Sessions:

- Attend one session (virtual work experience day) per month over a 4 month programme
- Whilst attending the sessions, document your reflections, thoughts and ideas in the interactive boxes provided in this reflective journal.
- Ask the team questions in real-time via Slido.

After Each Session:

- We will send you a homework task from each session. This will require you write 600-800 words from each session, focussing on a key skill of a dentist, a key NHS value, a key quality of care domain, and one of key principles from the General Dental Council (GDC) Standards for the Dental Team. This will help to guide your reflections and will be valuable for writing your personal statement and for your dental school interview preparation.
- Complete the post-session feedback questionnaire.
- Prepare for the next session, by reviewing the learning outcomes and your own learning objectives. Prepare the questions you want to ask in the next session.

At The End Of The Programme:

- The final assignment is to write a 1,000 word essay about what you have learnt from the programme. Submit this to be considered for a national prize from Medic Mentor. Details on how to submit this assignment will be made available closer to the end date of the programme.
- Complete the post-programme feedback questionnaire.
- You will then receive your certificate for completion of the programme.
- Continue your journey with Medic Mentor to application success!



Reminders Before The Session Begins



Safeguarding

Please be aware that our live, high fidelity simulation may contain scenes of dental procedures and difficult consultations on sensitive subjects with simulated patient actors.

One of the many privileges of being a healthcare professional is being there to support our patients in their most vulnerable and personal moments. To give you an insight into this, we have simulated some challenging consultations and communication scenarios, but we appreciate that we all have different experiences in life and some of these you might find a little close to home. The concepts of health and wellbeing are inherently sensitive ones, especially during the pandemic, so if you find yourself getting overwhelmed, talk to your family, friends and PLEASE, talk to us.

Contact Us



admin@medicmentor.org



www.medicmentor.org



[@medicmentor](https://www.instagram.com/medicmentor)



An Introduction To Slido & Zoom

slido



zoom

In the days leading up to the session, you will receive a link to the live stream! Please copy this link into your web browser to view the live stream work experience.

What Skills Did I Learn Today?

A large, empty rounded rectangular box with a thick black border, intended for writing the skills learned during the session.



Why Is Reflection Important In Work Experience?

The reflective process is a skill required by all health care professionals as part of continued professional development. What does this mean? It means that this is a practise required throughout your life in your chosen healthcare career! Many universities as part of the non-academic essential criteria will expect a preliminary understanding of the importance of reflection and more than that, evidence you have started to practise the skill early in your pre-clinical years.

How Do I Reflect On This Work Experience?



We would like you to complete your reflective work using the Gibb's Reflective Cycle.

Gibb's Reflective Cycle (1988) is a 6-stage approach that can help you to draw out more details from your work, volunteering and extracurricular experiences; for your Awards Programme reflections. It is immediately recognisable to doctors because it is hard wired into the NHS e-portfolio – doctors literally have to write written reflections according to this model, once a week! That's why Medic Mentor refer to Gibb's cycle as the language of the NHS. If there is one thing that will elevate the quality of your reflection, it is this cycle.

Gibb's cycle is great for practical use in written reflections because you can answer each of these 6 questions with a couple of sentences; generating paragraphs with relative ease, and safe in the knowledge that the content is comprehensive and well structured.



Gibb's Reflective Cycle



Description

This is where you outline your specific roles and responsibilities, within a specific activity or relevant experience. It sets the scene for further reflection upon specific insights, transferrable skills and key learning. A concise (yet comprehensive) description adds detail and credibility to your reflection. Longer descriptions tend to lack detail and waste space with unnecessary waffle.

To help with this part of the reflection consider the following questions;

- *What happened?*
- *When and where did it happen?*
- *Who was present?*
- *What did you and the other people do?*
- *What was the outcome of the situation?*
- *Why were you there?*
- *What did you want to happen?*

Feelings

Detailing your thought process alongside describing your active role, adds personality and humanity to your reflection. It also sets the scene for evaluations and analyses to follow, making your (very concise) writing seem less disjointed and more fluent.

To help with this part of the reflection consider the following questions;

- *What were you feeling during the situation?*
- *What were you feeling before and after the situation?*
- *What do you think other people were feeling about the situation?*
- *What do you think other people feel about the situation now?*
- *What were you thinking during the situation?*
- *What do you think about the situation now?*

Evaluation

Place value (good or bad) on an activity or experience, is an extension of your feelings and demonstrates good insight. Evaluation (in combination with analysis) is the key link between what you did and what you learned. Reflections that lack an explicit value judgement, seem less personal and less credible. Being explicit about the value of an activity or experience, is a moment of honesty that demonstrates realistic insight, and sets you up well for identifying better learning experiences in future.

To help with this part of the reflection consider the following questions;

- *What was good and bad about the experience?*
- *What went well?*
- *What didn't go so well?*
- *What did you and other people contribute to the situation (positively or negatively)?*



Analysis

This is the justification for your evaluation. Analysis is the logical explanation for why your chosen experience was of great or of limited value. This is the key reasoning stage that builds upon the honesty of your evaluation, to provide deeper insight into your thought process. Comprehensive analysis draws upon the objective pros and cons of a learning experience, in addition subjective feelings and thought processes. For example, you may have heard people talk about the best learning experiences being the ones that you both enjoyed the most and learned the most from – the two usually go together. Analysis is how we make objective and subjective sense of our experiences.

To help with this part of the reflection consider the following questions;

- *Why did things go well?*
- *Why didn't it go well?*
- *What sense can I make of the situation?*
- *What knowledge – my own or others (for example academic literature) can help me understand the situation?*

Conclusion

This tends to be more concise than the evaluation and analysis (which are usually combined e.g. 'it was good because...'). Concluding is less about rich detail and more about summarising key points. To conclude effectively, you have to take a virtual step back from your reflection and consider a specific experience in terms of its overall impact on your learning. Literally, having completed this experience, what will you take with you and how will it positively impact your application journey and your search for future learning opportunities? It is here that we talk about 'linking' your experiences directly to your career aspirations, and to your personal suitability for such a career. For example, 'reflecting on this experience has given me realistic insight into the everyday challenges of clinical practice; reaffirming my decision to become a dentist whilst highlighting that I am already developing key transferrable skills that would make me suitable for a career in dentistry'.

To help with this part of the reflection consider the following questions;

- *What did I learn from this situation?*
- *How could this have been a more positive situation for everyone involved?*
- *What skills do I need to develop for me to handle a situation like this better?*
- *What else could I have done?*

Action Plan

This is where you need to get practical about the implications of your learning, detailing specific action plans for how you are going to fill gaps in your knowledge, insight and skills, which remain unfilled following this experience and the subsequent reflection. In practice, the 'action' should include the generation of a (Specific Measurable Achievable Realistic and Timely) SMART goal. This will allow you to objectively identify and complete further learning opportunities, that are in keeping with your application journey.

To help with this part of the reflection consider the following questions;

- *If I had to do the same thing again, what would I do differently?*
- *How will I develop the required skills I need?*
- *How can I make sure that I can act differently next time?*



Case Summary



Communication Skills/Challenges



Teamwork



Leadership/Decision Making



Emergency Care



Performing Procedures



Empathy and Compassionate Care



Key NHS, Legal and Ethical Values



Reflective Notes





Homework Activities

The aim of the virtual work experience programme is to develop your understanding of the key skills of a dentist, the values of the NHS constitution, the domains of good quality care, and the GDC Standards for the Dental Team.

These homework activities are how you can make the most of the work experience programme. These activities will allow you to reflect on what you have learnt, which can be used then in your personal statement and for your dental school interviews. You will be asked to write up to 800 words each week, 200 each for the key skill, key value, key quality of good care domain, and GDC Standard. This breaks your learning and reflections down into manageable chunks.

We will provide some guidance each week on the particular skill, NHS value, quality of care domain and GDC Standard that we want you to focus on. This is so that you can make the most of the session and take away your own learning points before giving you the homework topics. There may be multiple skills, values and Standards that are focussed on each week.

We have included all of the questions to guide your reflections on the following pages: [1] the key skills of a doctor, [2] the key NHS values, [3] key quality of care domains and [4] GDC Standards.

End of programme assignment:

By completing the reflective diary during the sessions and also by completing the homework activities after the sessions, this will help you to prepare for the end of programme assignment.

At the end of the six sessions, you will need to write a 1000 word essay to demonstrate what you have gained from the programme, focussing on what you have learnt about key skills of a dentist, the values of the NHS constitution, the domains of good quality care, and the GDC Standards for the Dental Team.

This is an exciting opportunity to have your work considered for a national essay competition prize!

The essay title we would like you to address is:

‘Drawing on your experiences throughout the Virtual Dental Work Experience Programme, reflect on how your chosen dental career path contributes to and works within the wider dental team.’

Your submission must not exceed the word limit of 1000 words. More information about the assignment will be provided towards the end of the programme.



Skills: Reflection

- Reflect on the following skills using the Gibbs reflective cycle as a guide: [200 words per section (each number is a section and make sure you discuss all of the lettered points)]

1. Teamwork

- a. What does teamwork mean to you?
- b. In what way is teamwork important to medicine?
- c. Where did you observe good teamwork in the virtual work experience programme?
- d. Reflect on a specific time when you have demonstrated good teamwork previously?
- e. How do you plan to further develop your teamwork skills?

2. Communication skills:

- a. What do good communication skills mean to you?
- b. In what ways are communication skills important in medicine?
- c. Where did you observe good communication skills in the virtual work experience programme?
- d. Reflect on a time when have you demonstrated good communication skills previously? How do you plan to further develop your communication skills moving forward?

3. Leadership:

- a. What does leadership mean to you?
- b. In what way is leadership important in medicine?
- c. Where did you observe good leadership in the virtual work experience programme?
- d. Reflect on a time when have you demonstrated good leadership skills previously?
- e. How do you plan to further develop your leadership skills moving forward?

4. Resilience:

- a. What does resilience mean to you?
- b. How important is resilience in medicine?
- c. Where did you observe a good example of resilience in the virtual work experience programme?
- d. Reflect on a time when have you demonstrated resilience previously?
- e. How do you plan to further develop your resilience moving forward?

5. Empathy

- a. What does empathy and compassion mean to you?
- b. In what ways are empathy and compassion important in medicine?
- c. Where did you observe good empathy and compassion in the virtual work experience programme?
- d. Reflect on a time when have you demonstrated empathy and compassion?
- e. How do you plan to further develop your ability to empathy and be compassionate moving forward?

6. Motivation to study dentistry:

- a. What does motivation to study dentistry mean to you?
- b. Why are you motivated to study dentistry?
- c. How important is motivation to study dentistry and why?
- d. How have you previously demonstrated your motivation to study dentistry?
- e. How do you plan to further demonstrate your motivation to study dentistry?



NHS Constitutional Values:

- Reflect on the following values of the NHS constitution using the Gibbs reflective cycle as a guide: [200 words per section (each number is a section and make sure you discuss all of the lettered points)]

1. Commitment to quality of care:

- a. What do you understand about the NHS constitution value 'Commitment to quality of care'?
- b. Why is this value important in dentistry?
- c. Where did you see this value being demonstrated in the virtual work experience?
- d. Reflect on a time when you have demonstrated this value?
- e. How do you plan to demonstrate this value moving forward?

2. Working together for patients:

- a. What do you understand about the NHS constitution value 'Working together for patients'?
- b. Why is this value important in dentistry?
- c. Where did you see this value being demonstrated in the virtual work experience?
- d. Reflect on a time when you have demonstrated this value?
- e. How do you plan to demonstrate this value moving forward?

3. Respect and dignity:

- a. What do you understand about the NHS constitution value 'Respect and dignity'.
- b. Why is this value important in dentistry?
- c. Where did you see this value being demonstrated in the virtual work experience?
- d. Reflect on a time when you have demonstrated this value?
- e. How do you plan to demonstrate this value moving forward?

4. Compassion

- a. What do you understand about the NHS Constitution value of 'Compassion'?
- b. Why is this value important in dentistry?
- c. Where did you see this value being demonstrated in the virtual work experience?
- d. Reflect on a time when you have demonstrated this value?
- e. How do you plan to demonstrate this value moving forward?

5. Improving lives:

- a. What do you understand about the NHS constitution value of 'Improving lives'?
- b. Why is this value important in dentistry?
- c. Where did you see this value being demonstrated in the virtual work experience?
- d. Reflect on a time when you have demonstrated this value?
- e. How do you plan to demonstrate this value moving forward?

6. Everyone counts:

- a. What do you understand about the NHS constitution value of 'Everyone counts'?
- b. Why is this value important in dentistry?
- c. Where did you see this value being demonstrated in the virtual work experience?
- d. Reflect on a time when you have demonstrated this value?
- e. How do you plan to demonstrate this value moving forward?



Good Quality Of Care Domains:

- Reflect on the following domains of good quality care using the Gibbs reflective cycle as a guide: [200 words per section (each number is a section and make sure you discuss all of the lettered points)]

1. Consent and confidentiality

- a. What do you understand about the principles of consent?
- b. What do you understand about the principles of confidentiality?
- c. Why is consent and confidentiality important in dentistry?
- d. Reflect on an example where you saw consent being taken in the virtual work experience?
- e. When have you taken consent from a patient?
- f. Reflect on how you could develop your understanding of consent and confidentiality further?

2. Patient centred care

- a. What do you understand about patient centred care?
- b. Why is addressing a patients' ideas, concerns and expectations important?
- c. Reflect on an example when you saw patient centred care in the virtual work experience.
- d. Reflect on a time when you have demonstrated patient centred care?
- e. Reflect on how you could develop your understanding of patient-centred care further?

3. Ethical principles (four pillars)

- a. What do you understand about ' the ethical principles of autonomy, beneficence, nonmaleficence, and justice? Why is adopting these ethical principles important? Where did you see the ethical principles being demonstrated in the virtual work experience? Reflect on how you could develop your understanding of the ethical principles further?

4. Probity and professionalism:

- a. What do you understand about probity?
- b. What do you understand about professionalism?
- c. Why is probity and professionalism important in dentistry?
- d. Where do you see professionalism being demonstrated in the virtual work experience programme?
- e. Reflect on an example when you have demonstrated professionalism previously?
- f. Reflect on how you plan to further develop your understanding of professionalism?

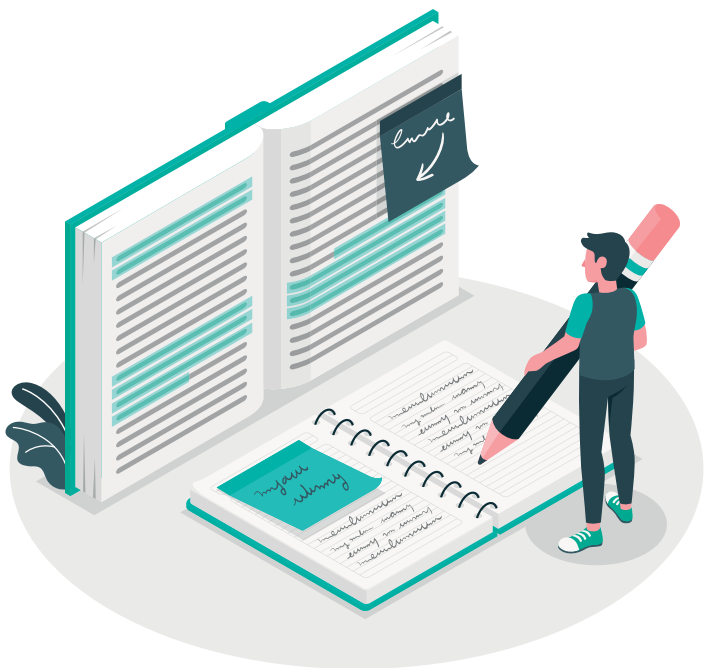
5. Multi-disciplinary team

- a. What do you understand about a Multi-Disciplinary Team?
- b. Why is a multi-disciplinary team important in dentistry?
- c. Reflect on an example where you saw a multidisciplinary team in the virtual work experience
- d. Reflect on a time when you have worked as a multi-disciplinary team?
- e. Reflect on how you will further develop your understanding of a multidisciplinary team?

6. Holistic care

- a. What do you understand about Holistic care?
- b. Why is holistic care important in dentistry?
- c. Reflect on an example when you saw holistic care in the virtual work experience?
- d. Reflect on how you will further develop your understanding of holistic care?





GDC Standards For The Dental Team:

• Reflect on the following GDC Standards using the Gibbs reflective cycle as a guide: [200 words per section (each number is a section and make sure you discuss all of the lettered points)]

1. Put patients' interests first:

- a. What do you understand about the GDC Standard 'Put patients' interests first'?
- b. Why is this principle important in dentistry?
- c. Where did you see this principle being demonstrated in the virtual work experience?
- d. How have you demonstrated this principle in your own activities and experience?
- e. How do you plan to demonstrate and develop on this principle moving forward?

2. Communicate effectively with patients:

- a. What do you understand about the GDC Standard 'Communicate effectively with patients'?
- b. Why is this principle important in dentistry?
- c. Where did you see this principle being demonstrated in the virtual work experience?
- d. How have you demonstrated this principle in your own activities and experience?
- e. How do you plan to demonstrate and develop on this principle moving forward?

3. Obtain valid consent:

- a. What do you understand about the GDC Standard 'Obtain valid consent'?
- b. Why is this principle important in dentistry?
- c. Where did you see this principle being demonstrated in the virtual work experience?
- d. How have you demonstrated this principle in your own activities and experience?
- e. How do you plan to demonstrate and develop on this principle moving forward?

4. Maintain and protect patients' information:

- a. What do you understand about the GDC Standard 'Maintain and protect patients' information'?
- b. Why is this principle important in dentistry?
- c. Where did you see this principle being demonstrated in the virtual work experience?
- d. How have you demonstrated this principle in your own activities and experience?
- e. How do you plan to demonstrate and develop on this principle moving forward?

5. Have a clear and effective complaints procedure:

- a. What do you understand about the GDC Standard 'Have a clear and effective complaints procedure'?
- b. Why is this principle important in dentistry?
- c. Where did you see this principle being demonstrated in the virtual work experience?
- d. How have you demonstrated this principle in your own activities and experience?
- e. How do you plan to demonstrate and develop on this principle moving forward?

6. Work with colleagues in a way that is in patients' best interest:

- a. What do you understand about the GDC Standard 'Work with colleagues in a way that is in patients' best interests'?
- b. Why is this principle important in dentistry?
- c. Where did you see this principle being demonstrated in the virtual work experience?



- d. How have you demonstrated this principle in your own activities and experience?
- e. How do you plan to demonstrate and develop on this principle moving forward?

7. Maintain, develop and work within your professional knowledge and skills:

- a. What do you understand about this GDC Standard?
- b. Why is this principle important in dentistry?
- c. Where did you see this principle being demonstrated in the virtual work experience?
- d. How have you demonstrated this principle in your own activities and experience?
- e. How do you plan to demonstrate and develop on this principle moving forward?

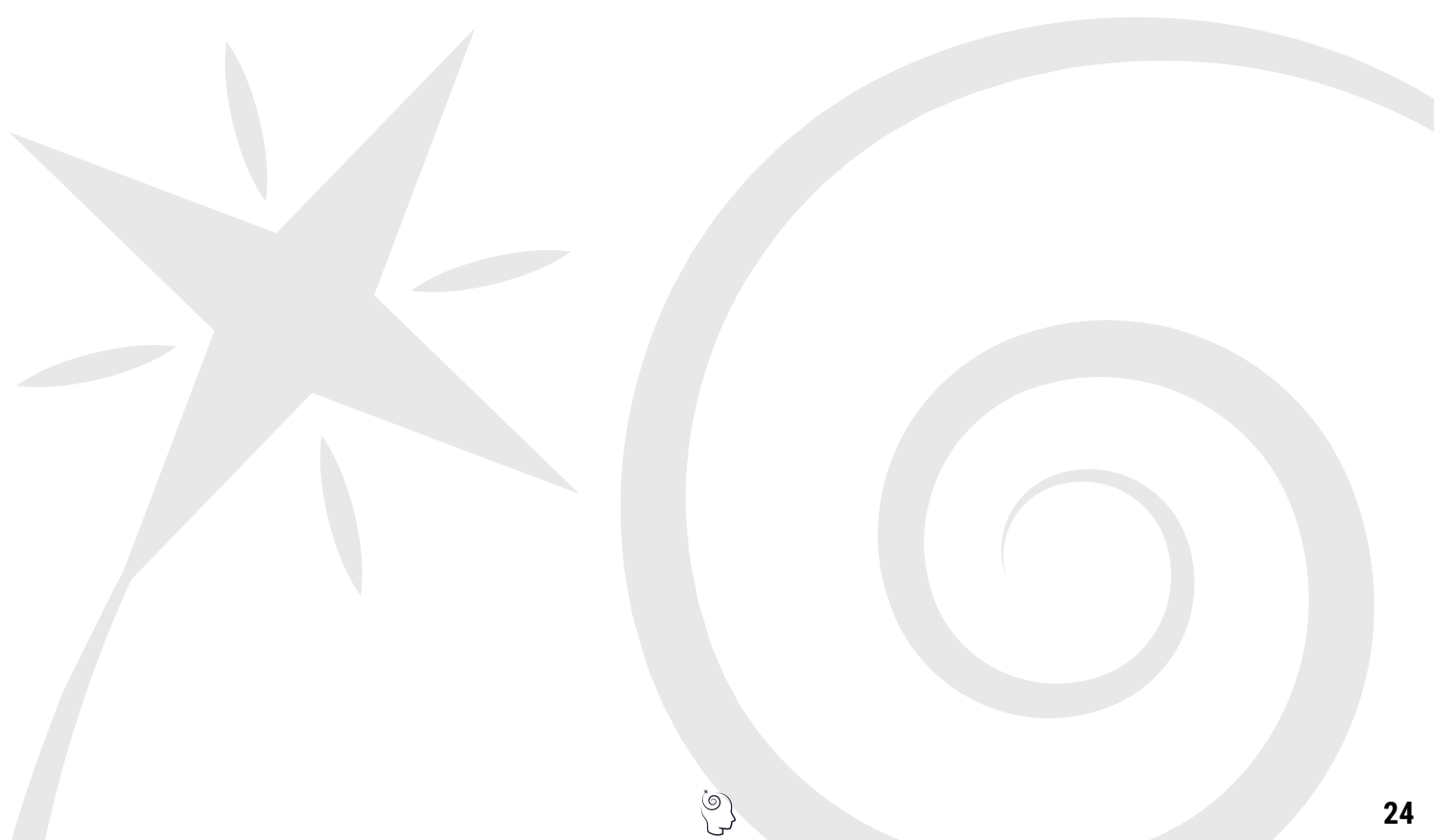


8. Raise concerns if patients are at risk:

- a. What do you understand about the GDC Standard 'Raise concerns if patients are at risk'?
- b. Why is this principle important in dentistry?
- c. Where did you see this principle being demonstrated in the virtual work experience?
- d. How have you demonstrated this principle in your own activities and experience?
- e. How do you plan to demonstrate and develop on this principle moving forward?

9. Make sure your personal behaviour maintains patients' confidence in you and the dental profession:

- a. What do you understand about this GDC Standard?
- b. Why is this principle important in dentistry?
- c. Where did you see this principle being demonstrated in the virtual work experience?
- d. How have you demonstrated this principle in your own activities and experience?
- e. How do you plan to demonstrate and develop on this principle moving forward?





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Our famous UCAS and insight conferences have moved online but are amazing as ever. Join the Chief Mentors for a virtual one day event that covers the entire dental school application, CV building tailored to the application process, and dentists from different specialities sharing their inspiring insights into the profession.

To register, visit the 'Dentistry' section on [MedicMentor.org/medicine-national-healthcare-weekend](https://www.medicmentor.org/medicine-national-healthcare-weekend)

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Virtual Medic Society.



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