

Dentistry Situational Judgement Test 2016

Situational Judgement Test Practice Paper

Instructions to Candidates

- o This practice paper is designed to take **20 minutes**.
- o There are two parts in this paper:
 - o In Part One, rank in order of appropriateness the five responses to the situation (1 = most appropriate; 5 = least appropriate). NB there are marks available for 'near misses'.
 - o In Part Two, choose the three most appropriate from eight possible actions. NB you must only select three options.
- o There are **10 questions** in this practice paper; **5** questions in Part One and **5** questions in Part Two. Please try and assign your time accordingly.
- o Under each question, you are presented with the **correct answer key** and the **expert rationale** for this. You are also presented with a table detailing how each question is scored.
- o Ranking questions are worth up to 20 marks; each of the individual responses is worth up to 4 marks. There are points for 'near misses' i.e. you do not need to get the answer exactly right in order to get a good score – please refer Figure 1 below. If you 'tie' two answers, you will score 0 marks for either option.
- o 'Choose three from eight possible responses' questions are worth 12 marks; each of the individual responses is worth 4 marks.
- o There is no negative marking in the SJT (i.e. marks will not be deducted from your overall score for each incorrect answer given).

Figure 1 provides an example of how the ranking scoring system works.

Ideal rank	Applicant rank 1	Applicant rank 2	Applicant rank 3	Applicant rank 4	Applicant rank 5
D	4	3	2	1	0
C	3	4	3	2	1
E	2	3	4	3	2
A	1	2	3	4	3
B	0	1	2	3	4

The correct answer is DCEAB, and you would score 20 marks for this answer. If, for example, you thought that the answer was DABEC, you would score 12 marks, as follows:

- 4 points for option D as it is in the correct position
 - 1 point for option C as the correct position is 2, but the applicant ranked it 5th
 - 3 points for option E as the correct position is 3, but the applicant ranked it 4th
 - 2 points for option A as the correct position is 4, but the applicant ranked it 2nd
 - 2 points for option B as the correct position is 5, but the applicant ranked it 3rd
- o In this practice assessment you will be presented with scenarios typical of those that Foundation Dentists encounter. Therefore, for each scenario, consider yourself to be a Foundation Dentist.
 - o Please answer what you **should** do when responding to the questions.
 - o We appreciate that you may sometimes feel that you would like more information before answering. However, please give your best answer based on the information provided in the question.

Please note:

- o There is a glossary on page 3 with definitions of some of the terms that are used within the question paper. You may find it useful to consult this if you do not understand a term. Terms which are included in the glossary are marked with an asterisk.

Glossary

Term	Definition
Audit/Clinical Audit	Review and analysis of processes and outcomes related to clinical practice.
Basic life support (BLS)	The level of medical care which is used for people with life-threatening illnesses or injuries until they can be given full medical care at a hospital.
Caldicott Guardian	A senior person responsible for protecting the confidentiality of patient and service-user information and enabling appropriate information sharing.
Care home	An institution providing accommodation and care for people who are unable to look after themselves.
Certified equipment (CE)	Certified equipment marking shows that the manufacturer has checked that these products meet EU safety, health or environmental requirements.
Child and Vulnerable Adult Safeguarding Lead	A nominated individual responsible for safeguarding and promoting the welfare of young people and vulnerable adults.
Critical incident	Significant event, critical event.
Educational supervisor (trainer)	A designated educational supervisor responsible for co-ordinating training throughout the training period and responsible for monitoring a Foundation Dentist's (trainee's) progress to ensure any difficulties are identified and resolved as quickly as possible.
Electronic Personal Development Plan (E-PDP) / e-portfolio	A secure and transferable personal record of a Foundation Dentist's (trainee's) educational and personal development. It incorporates the assessment tools for assessing and monitoring the performance of Foundation Dentists (trainees), to help determine the best way to satisfy these requirements and ensure a Foundation Dentist (trainee) is able to demonstrate a commitment to lifelong learning.
Foundation day release	As part of the Dental Foundation Programme, Foundation Dentists (trainees) must attend a regular educational course away from the training

	practice during term time.
General Dental Council (GDC)	An organisation which regulates and registers all dental professionals working in the United Kingdom. The GDC is tasked with ensuring that all dental professionals have been adequately trained to join the registers and maintain fitness to practise throughout their career. The GDC also provides advice to patients and the public, and manages complaints about dental professionals.
General Practitioner (GP)	A doctor based in the community who treats patients with minor or chronic illnesses and refers those with serious and acute conditions to a hospital.
Indemnity Organisation / Dental Protection Organisation / Dental Protection Society	Professional organisation which undertakes to protect, support and safeguard the character and interests of registered medical and dental practitioners in the United Kingdom, and elsewhere.
Jury Summons	A court order, which means you have to attend at the time and place stated so that a jury can be selected, unless you have been excused.
Laboratory	Dental laboratories manufacture or customise a variety of dental products and items.
Local Education and Training Board (LETB) / Deanery	A National Health Service (NHS) Deanery is a regional organisation responsible for postgraduate medical and dental training. In England, Deaneries are now part of Health Education England and its Local Education and Training Boards (LETBs).
Multi-source feedback	A process whereby feedback on your performance is elicited from a range of colleagues who work with you.
National Institute for Health & Clinical Excellence (NICE)	Provides national guidance and advice to improve health and social care.
National Health Service (NHS)	In the United Kingdom, the NHS is a system that provides free medical care and subsidised dental care and is paid for through taxes.
Personal Protective Equipment (PPE)	The mask, visor and gloves that should be worn at all times during contact with a patient.
Primary Care Organisation / Local Area Team (LAT)	A local office of an NHS body that contracts for NHS dental services and works with Local Authorities and other agencies that provide health and social care locally to ensure that local

	communities' needs are being met.
Significant event	Critical incident, critical event.
Social Services	A department of the local council with responsibility for assessing the needs of, and providing support to, older, disabled or vulnerable people and children in the community in line with statutory legal requirements.
Temporise	To temporarily restore a tooth.
Training Programme Director (TPD)	The individual responsible for co-ordinating training together with all designated trainers for one particular scheme in a Deanery area/LETB.
Tutorial	A class in which a tutor or educational supervisor (trainer) gives intensive instruction in some subject to an individual Foundation Dentist (trainee) or a small group of Foundation Dentists (trainees).
Vulnerable adult	An individual aged 18 years or over who is, or may be, in need of community services due to age, illness or a mental or physical disability; who is, or may be, unable to take care of himself/herself, or unable to protect himself/herself against significant harm or exploitation.

PART ONE

In this part you will be presented with scenarios followed by five possible responses. Answer the scenarios with what you **should** do as a Foundation Dentist.

1. Your practice uses a new computer system that you are unfamiliar with and you have had difficulties in using this system over the last few weeks. The system allows you to document each patient case and send an instant message to the receptionist if an appointment needs to be booked. The receptionist complains to you for not sending an instant message through to her about a case that needs a follow-up appointment. This is the second time that the receptionist has complained to you for not sending instant messages.

Rank in order the following actions in response to this situation (1= Most appropriate; 5= Least appropriate).

- A. Apologise to the receptionist, informing her that you will make an effort to improve.
- B. Ask the receptionist to give you a demonstration of how to use the system.
- C. Inform the receptionist that you will become familiar with the system in time.
- D. Inform the receptionist that you will manually notify her of appointments instead.
- E. Stay after the end of your shift to familiarise yourself with the new computer system.

Answer: BAECD

Rationale: *This scenario is about demonstrating a willingness to keep up to date with technical skills and a commitment to practice policy. Actively seeking out training in this area demonstrates a willingness to develop and take ownership of your own learning, and is the most proactive action to take (B). Openly acknowledging the challenges that you are facing in this area, apologising to the receptionist and reassuring her that you intend to improve, again demonstrates commitment to learning and understanding of the impact that your lack of skills in this area may have on the receptionist's work (A). Staying beyond your shift to familiarise yourself with the system is proactive, but may be less useful since this is breaking into your own time and you will not be able to receive any guidance from*

colleagues. Moreover, you may already be fatigued from the day's work, resulting in less retention of learning **(E)**. Notifying the receptionist that you will become familiar with the system in time, is not being proactive. You are taking no conscious steps to improve, and are just assuming that you will eventually learn the required skills **(C)**. Option C is however, preferable to Option D, because in the latter, you are consciously deciding to bypass the new computer system, demonstrating no commitment to learning and development and the impact that this has on the wider team **(D)**.

Ideal rank	Applicant rank 1	Applicant rank 2	Applicant rank 3	Applicant rank 4	Applicant rank 5
B	4	3	2	1	0
A	3	4	3	2	1
E	2	3	4	3	2
C	1	2	3	4	3
D	0	1	2	3	4

2. A 28 year old patient, Amba, attends for a crown fit. When you have replaced Amba's temporary crown with a permanent one, you show Amba the final result in the mirror. However, Amba starts to cry and says "It looks awful – change it! The temporary crown was better!"

Rank in order the following actions in response to this situation
(1= Most appropriate; 5= Least appropriate).

- A. Advise Amba to wear the crown for 10 days, before returning to discuss how she is feeling.
- B. Seek advice from your educational supervisor* (trainer) about how to manage Amba's dissatisfaction.
- C. Tell Amba that if she wants a better crown she will have to have this done privately.
- D. Review the before and after photographs with Amba, highlighting the improvement.
- E. Allow Amba to calm herself before exploring her feelings about the crown in more depth.

Answer: EDBAC

Rationale: *This question is about demonstrating empathy and sensitivity towards a patient who is clearly distressed. Allowing the patient the opportunity to verbalise her feelings about the crown and why this has caused her distress is important. It allows you to develop a better understanding of the situation, which could assist with your subsequent course of action, and also demonstrates to the patient that she is at the centre of your care (E). Taking time to actively review the before and after photographs of the crown with the patient, allows her to develop a greater understanding of the clinical benefits of the permanent crown and may help the patient to realise and understand positive features of the permanent crown that she may not have already done so (D). Seeking advice from a senior regarding appropriate management of the patient is proactive. However, this may be seen as quite impersonal. As this is your patient and you have undertaken the treatment which has led to her distress, it makes more sense for you take ownership for remediating the situation (B). Advising the patient to wear the crown and return if she is still not satisfied is not an effective way of immediately addressing the patient's distress and may be seen as quite dismissive (A). However, Option A would be preferable to Option C as in the former, there may still be the potential for the situation to be rectified if the patient is still dissatisfied following the 10 days,*

whereas the latter offers no solution, does not address the patient's distress at all and may incorrectly assume that going privately is an option for the patient (C).

Ideal rank	Applicant rank 1	Applicant rank 2	Applicant rank 3	Applicant rank 4	Applicant rank 5
E	4	3	2	1	0
D	3	4	3	2	1
B	2	3	4	3	2
A	1	2	3	4	3
C	0	1	2	3	4

3. Your educational supervisor* (trainer) tells you that a concern has been raised about you by a member of staff. This member of staff has suggested to your educational supervisor (trainer) that you use too much dental jargon when going through treatment plans with your patients. You are not aware of this concern ever being raised about you previously.

Rank in order the following actions in response to this situation
(1= Most appropriate; 5= Least appropriate).

- A. Practise explaining procedures to patients without the use of any dental jargon.
- B. Obtain further feedback from your educational supervisor (trainer) and dental nurse regarding your use of dental jargon.
- C. Ask other staff members whether they know who made the complaint against you.
- D. Ask your patients to let you know if they do not understand anything when you go through their treatment plans
- E. Request that your educational supervisor (trainer) organises a meeting between you and the member of staff who made the complaint.

Answer: BADEC

Rationale: *This question is about being readily able to accept feedback and use this to guide continuous professional development. Obtaining further feedback from people whom you work closely with would be a proactive option. If you are able to gain as much information as possible on the issue, then you will be able to generate a more thorough understanding of the area in which you need to develop (B). Actively taking steps to practise communicating without the use of dental jargon is the next appropriate option, to enable the development of this skill. However, without seeking feedback on your precise developmental requirements as per Option B, this action may not be as beneficial as it could be (A). Asking your patients to let you know if they don't understand anything when you go through their treatment plans is proactive, but is not specifically addressing your use of dental jargon (D). Requesting that your educational supervisor (trainer) organises a meeting between you and the member of staff who complained, provides no additional value over and above seeking further feedback from the members of staff whom you work closely with, and could also be viewed as confrontational. In addition, the member of staff who made the complaint may wish to remain anonymous and it is potentially not your educational supervisor (trainer's) responsibility to be organising such a meeting (E). Asking other staff members whether they know who made the complaint against you,*

again may be viewed as confrontational and unprofessional. Additionally, if the complaint was made anonymously, it is unlikely that this would yield answers and may cause other staff members to become distrustful of you **(C)**.

Ideal rank	Applicant rank 1	Applicant rank 2	Applicant rank 3	Applicant rank 4	Applicant rank 5
B	4	3	2	1	0
A	3	4	3	2	1
D	2	3	4	3	2
E	1	2	3	4	3
C	0	1	2	3	4

4. During your Dental Foundation Training (DFT) year, you agree to help your family with caring for a very sick relative. You find that sometimes you are tired and distracted at work as a result of spending most of your evenings caring for your relative. You are also falling behind with keeping your Electronic Personal Development Plan* (E-PDP) up to date and fulfilling your DFT learning objectives.

Rank in order the following actions in response to this situation
(1= Most appropriate; 5= Least appropriate).

- A. Focus on your clinical work, resolving to catch up with your E-PDP at a later date.
- B. Discuss your concerns with your Training Programme Director* (TPD).
- C. Consider whether you should take time out from DFT, or defer until next year.
- D. Explain your professional commitments to your family, exploring whether someone else can help to care for your sick relative.
- E. Ask your educational supervisor* (trainer) whether your clinical workload can be reduced.

Answer: BDCEA

Rationale: *This question focuses on resilience and being able to cope with competing work and personal demands. Discussing the situation with your TPD is the most appropriate course of action as he/she will be best placed to advise on all issues relating to your training and next steps in terms of seeking the relevant support. It is also necessary to alert your TPD to the fact that you are struggling with your work so that he/she is aware of this and again, may well take the necessary action to reduce some of the pressure that you are under (B). Having an open conversation with your family regarding your work commitments is also an appropriate response. They may not realise at this point that caring for your relative is having an impact on your ability to perform at work and may readily be able to enlist someone else to assist in caring for your relative (D). Considering whether you should take time out from DFT or defer until next year would mean that you are still able to care for your relative without this impacting on your performance in DFT. However, this would delay your qualification as a dentist and does not consider alternative and potentially more mutually beneficial courses of action, in terms of the potential availability of additional support at work and/or someone else having the ability to care for your relative (C). Asking your educational supervisor (trainer) whether your clinical workload can be reduced may be seen as unprofessional. This would put additional strain on colleagues, who would need to take on some of your clinical duties in addition to their own. This is especially the case, considering that in*

Option E, you are not being explicit regarding the reason for wanting to reduce your clinical workload and this could therefore be perceived as being due to a lack of motivation (E). However, Option E would still be preferable to Option A, as in the former, there is at least an element of proactivity whereas in the latter, you are taking no direct steps to address the pressure that you are currently under. By simply continuing with your work as best as you can and resolving to catch up with your E-PDP at a later date, you are likely to fall even further behind. In time, the pressure that you are under may start to have more serious consequences for your performance e.g. relating to patient safety (A).

Ideal rank	Applicant rank 1	Applicant rank 2	Applicant rank 3	Applicant rank 4	Applicant rank 5
B	4	3	2	1	0
D	3	4	3	2	1
C	2	3	4	3	2
E	1	2	3	4	3
A	0	1	2	3	4

5. A dental nurse, Krishna, confides in you that she is no longer registered with the General Dental Council* (GDC) as she could not afford to pay the latest annual fee. You are aware that all members of dental staff are required to be registered with the GDC and that your employer conducts annual checks of each staff member's registration status. Krishna asks you to keep this information to yourself as she plans to have her membership reinstated before your employer does his next annual check.

Rank in order the following actions in response to this situation (1= Most appropriate; 5= Least appropriate).

- A. Explain the situation to your Dental Protection Society*, seeking advice on how to proceed.
- B. Offer to loan Krishna money so that she can pay her fees.
- C. Respect Krishna's confidentiality, resolving not to inform anyone of her situation.
- D. Advise Krishna to explain the situation to your employer.
- E. Immediately inform yours and Krishna's employer about the matter.

Answer: DEABC

Rationale: *This question is about upholding professional integrity, adhering to professional standards and encouraging colleagues to do the same. Advising the dental nurse to explain the situation to your employer, allows her ownership over the problem, emphasises the importance of honesty and openness and provides the dental nurse with a chance to rectify the issue herself (D). Informing your employer of the issue yourself, may also be seen as an appropriate response, as this ensures that the employer is made aware of the issue instead of relying upon the dental nurse to do this herself. However, it is still more appropriate and more conducive to effective team working, to allow the dental nurse to opportunity to do this herself (E). Explaining the situation to the Dental Protection Society may be seen as appropriate in that they will be able to advise on next steps, however, it would probably be more useful and efficient to inform the employer directly as this is likely to be the advice that the Dental Protection Society would offer in response to this situation in any case (A). Loaning the dental nurse the money to pay her annual GDC fees would be less appropriate, as this is not necessarily your responsibility and there is no guarantee that the dental nurse would be able to repay the money (B). Respecting the dental nurse's confidentiality and taking no action in response to what she has told you, is the least appropriate response as you are aware that she is practising without GDC registration which is against the regulations and may expose your practice to the risk of legal challenge (C).*

Ideal rank	Applicant rank 1	Applicant rank 2	Applicant rank 3	Applicant rank 4	Applicant rank 5
D	4	3	2	1	0
E	3	4	3	2	1
A	2	3	4	3	2
B	1	2	3	4	3
C	0	1	2	3	4

PART TWO

In this part you will be presented with scenarios followed by a number of possible options. Answer the scenarios with what you **should** do as a Foundation Dentist.

6. You are replacing a broken filling for an anxious patient. During the procedure, the dental nurse stops you. She tells you that the patient is not coping well with the procedure and is becoming increasingly upset and agitated. You were not aware that the patient was in distress.

Choose the **THREE most appropriate** actions to take in this situation.

- A. Discuss with the patient what is distressing him.
- B. Apologise to the patient if you have caused him any distress.
- C. Advise the dental nurse, following the consultation, not to question your work in front of patients in future.
- D. Ask the dental nurse how you should proceed.
- E. Ask your educational supervisor* (trainer) to take over the procedure.
- F. Ask the patient whether he would like you to continue with the procedure.
- G. Inform the dental nurse that the patient does not seem distressed to you.
- H. Reflect on why you did not notice that the patient was agitated and upset, following the consultation.

Answer: AFH

Rationale: *This scenario focuses on ensuring that the patient is at the centre of care, being able to recognise when the patient is uncomfortable or respond to feedback that this is the case, and taking the appropriate next steps. It is very important to discuss with the patient why he is distressed in order to gain a better understanding of this which, in turn, may help you to lessen the distress (A). It is also important to explore with the patient whether he is happy for you to continue with the treatment; if this is not the case, treatment should cease immediately (F). You should*

also take the time to reflect on why you did not notice yourself that the patient was agitated, following the consultation, in order to ensure that you do not miss these vital signs in the future **(H)**. You should be able to take immediate and direct steps to address the patient's distress yourself, instead of seeking advice or asking other members of staff to take over **(D,E)**, in order to retain ownership of the situation and assure the patient of your own competence in dealing with his distress. Apologising to the patient for causing him distress, would not be appropriate as at this stage, you are unaware of what is causing him distress. Apologising unnecessarily may reduce the patient's levels of confidence in your ability, which in turn, may induce further distress **(B)**. Disagreeing with and berating the nurse regarding her observations, again will not engender confidence in an already distressed patient and will also not be conducive to an effective and healthy working relationship with the nurse moving forwards **(C,G)**.

A	B	C	D	E	F	G	H
4	0	0	0	0	4	0	4

7. You have been working in your training practice for several months and have built up a good working relationship with the practice manager, Mrs Charles. One day, Mrs Charles approaches you, and asks you to start telling new patients that the practice is not taking on any more NHS patients, instead informing them that they will have to register as private patients. Mrs Charles explains that the income from private work is very important to the continued success of the practice and that she would appreciate your help in this matter by ensuring that new patients pay private costs. You are aware that often, private treatment is not the best treatment option for patients and that clinically necessary treatment is always available on the National Health Service* (NHS).

Choose the **THREE most appropriate** actions to take in this situation.

- A. Report Mrs Charles' request to the General Dental Council* (GDC).
- B. Tell Mrs Charles that patients should be able to choose which treatment option is best for them.
- C. Inform Mrs Charles that her request is unethical.
- D. Advise Mrs Charles that treatment should be based on patient need.
- E. Explain to Mrs Charles that any treatment that is clinically necessary is available on the NHS.
- F. Ask Mrs Charles whether you will be financially rewarded if you undertake more private work.
- G. Tell Mrs Charles that you will do your best to undertake more private work, in order to help the practice.
- H. Ask other dentists in the practice how much private work they do.

Answer: BDE

Rationale: *This scenario focuses on professional integrity, patient focus and the ability to recognise and appropriately challenge a senior colleague's opinions/instructions when necessary. It is important in this situation to reiterate to Mrs Charles the imperativeness of patients being able to choose which treatment is*

correct for the them **(B)**, the fact that treatment should be based exclusively on patient need as opposed to practice profit **(D)** and that clinically necessary treatment is available on the NHS, meaning that for the most part, patients are not required to undergo private treatment **(E)**. It is important to verbalise these points to Mrs Charles to ensure that she is aware of these issues, to remind her of her professional obligations, allow her to understand why her request is inappropriate and hopefully enable her to re-evaluate her request in a non-confrontational manner. Reporting Mrs Charles to the GDC would not be appropriate without allowing her time to reconsider her request in light of issues such as patient need and choice, which she may have overlooked or not been aware of **(A)**. Informing Mrs Charles that her request is unethical may be seen as confrontational and ineffective, in that you are not necessarily explaining to Mrs Charles why the request is unethical **(C)**. Actively planning on fulfilling Mrs Charles' request to undertake more private work and profiting from this, despite having an understanding that this isn't always in the best interests of the patient, would be inappropriate **(F,G)**. Although exploring how much private work that other dentists within the practice undertake would not be an awful response, it does not provide an immediate solution to the problem and there is no indication as to how you would use this information to make your final decision **(H)**.

A	B	C	D	E	F	G	H
0	4	0	4	4	0	0	0

8. You are due to conduct a routine check-up on a patient, Edward. Before you begin the check-up, you question Edward about the general condition of his teeth and mouth. Edward informs you that he has two non-healing, non-painful ulcers in his mouth that have been there for just over 2 weeks. When you inspect the ulcers, you notice that their shape and size are potentially indicative of mouth cancer.

Choose the **THREE most appropriate** actions to take in this situation.

- A. Advise Edward to return to the practice in 1-2 weeks' time to be reassessed.
- B. Make an urgent referral for Edward to hospital.
- C. Explain to Edward that the ulcers may indicate mouth cancer.
- D. Advise Edward to make an appointment to see his General Practitioner* (GP) regarding the ulcers.
- E. Ask your dental nurse for her opinion on whether Edward's ulcers may indicate a serious problem.
- F. Prescribe Edward appropriate anti-inflammatory medication for his ulcers.
- G. Explain to Edward that the ulcers need to be examined by a specialist for a definitive diagnosis.
- H. Ask Edward whether he has any history of cancer in his family.

Answer: BCG

Rationale: *This scenario is about how to effectively communicate and respond to a potentially serious medical condition. Given that you have assessed the patient's mouth ulcers as potentially being indicative of mouth cancer, it is important to refer the patient to hospital immediately for further investigative tests (B). It is also necessary to be open and honest with the patient, acknowledging that his ulcers may be indicative of mouth cancer (C), whilst still assuring him that further investigations will be needed in order to establish a definitive diagnosis (G). It would be inappropriate in this situation to potentially delay necessary treatment by advising the patient to return in two weeks or to see his GP (A,D) or to speculatively prescribe an*

anti-inflammatory, despite your suspicions of mouth cancer (F). Seeking your dental nurse's opinion on the matter would not be appropriate as she/he may not be experienced enough to provide a clinical opinion. In addition, the mention of a serious problem, with no further details, may cause the patient to become distressed (E). Exploring with the patient whether he has a family history of the problem, is not a proactive step in addressing the issue as it still doesn't contribute to establishing a definitive diagnosis (H).

A	B	C	D	E	F	G	H
0	4	4	0	0	0	4	0

9. You are a Foundation Dentist (FD) working in a busy practice. You overhear the receptionist leaving the following message on a patient's answer phone: "Mr Geoffreys, please could you contact the surgery to book an appointment for your denture consultation". The message is overheard by a waiting room full of patients and as such, you are aware that this is a breach of patient confidentiality.

Choose the **THREE most appropriate** actions to take in this situation

- A. Explain to the receptionist that her telephone conversations can be overheard by patients in the waiting room.
- B. Explain to the receptionist why this is a breach of patient confidentiality.
- C. Inform the practice manager of the receptionist's behaviour.
- D. Raise this issue at the next practice meeting.
- E. Tell the receptionist, in front of the patients, that she should not have used Mr Geoffreys' name.
- F. Monitor the receptionist's conduct in future.
- G. Inform the practice manager if you witness the receptionist breaching patient confidentiality again.
- H. Ask the receptionist to apologise to Mr Geoffreys for breaching his patient confidentiality, when he contacts the practice.

Answer: ABD

Rationale: *This scenario is about being able to recognise when a colleague has acted inappropriately and managing this accordingly, whilst still maintaining good team relations. It is important in this situation to inform the receptionist that her telephone conversations can be overheard by people in the waiting room, as she may not currently be aware of this (A), and also to explain why this particular incident is a breach of patient confidentiality (due to the fact that she named the patient and treatment in question), in case she is not aware of what would constitute a breach (D). It would also be appropriate to raise this issue at the next practice meeting to ensure that all reception staff are aware that their conversations can be overheard in*

the waiting room, as well as what would characterise a breach in patient confidentiality. This would promote a shared understanding in such matters and hopefully ensure that it does not happen again (D). It would not be appropriate to immediately inform the practice manager of the receptionist's behaviour, without speaking to her directly about this in the first instance and taking proactive steps to increase her understanding of this matter. In addition, this is unlikely to engender a positive working relationship with the receptionist moving forwards (C). Equally, publicly telling the receptionist, in front of the patients in the waiting room, that she should not have used Mr Geoffreys' name, does not present the practice in a professional light and would not engender a good working relationship with the receptionist. In addition, this may in fact, draw further unnecessary attention to Mr Geoffreys (E). Monitoring the receptionist's behaviour and only reporting her if you witness another breach in confidentiality does not address the situation as it stands and may in fact result in other patients' confidential details being unwittingly overheard by patients in the waiting room in the interim (F,G). Telling the receptionist to apologise to Mr Geoffreys for breaching his patient confidentiality is unnecessary and inappropriate. This is also likely to reduce Mr Geoffreys' confidence in the dental practice (H).

A	B	C	D	E	F	G	H
4	4	0	4	0	0	0	0

10. You have been in your dental training post for 4 weeks and you are working alongside a dental nurse, Sally. Sally has been a dental nurse for 20 years and she is very experienced. However, Sally lacks confidence using the practice's new IT system and it often takes her significantly longer than would be expected to input basic patient information and dental charting onto the system. As a result, Sally often asks you to input this information onto the system even though this is in Sally's job description. Completing this extra work means that you do not have any preparation time in between appointments, you are having to take shorter lunch breaks and are running behind schedule.

Choose the **THREE most appropriate** actions to take in this situation

- A. Approach your educational supervisor* (trainer) to ask whether you could be paired with a different dental nurse who has more advanced IT skills.
- B. Offer to help Sally to improve her IT skills outside of working hours.
- C. Inform Sally that her lack of IT skills have begun to affect your own workload.
- D. Explain the situation to the Training Programme Director* (TPD), suggesting that you are paired with a different dental nurse.
- E. At the next practice meeting suggest that people who require IT training should be given the opportunity to receive this.
- F. Inform your educational supervisor (trainer) about the impact that Sally's lack of IT skills is having on your workload.
- G. Ask to have longer appointment times so that you can keep to your schedule.
- H. Tell Sally that if she does not improve her IT skills you will report her conduct to the practice manager.

Answer: CEF

Rationale: *This scenario looks at how to manage a colleague that is struggling with their work, to the extent that this is also impacting on your own workload/ability to perform. It would be appropriate in this situation to inform your colleague in an open*

and honest manner that her lack of IT skills is impacting on your workload, in an attempt to illustrate to your colleague, the importance of her improving in this area **(C)**. It would also be important to take whatever proactive steps that you can to ensure that IT skills are being addressed not only for the colleague in question, but also amongst the wider team. This would minimise the occurrence of similar issues for other members of staff moving forwards **(E)**. It would be necessary at this stage to bring the issue to the attention of your educational supervisor (trainer), so that he/she is aware of the problem and the impact that this is having on your workload. Your educational supervisor (trainer) may also be able to advise on other ways to tackle the problem, other sources of support that you may be able to draw upon to help with your workload and additional ways to improve your colleague's IT skills **(F)**. It would not be appropriate to request to be paired with another dental nurse. This could be seen as unprofessional and would not serve to remedy the issue; instead the dental nurse's deficient IT skills may go on to hinder another dentist within the practice which therefore just shifts the problem, instead of rectifying it. In addition, the dental nurse is very experienced and this is more important to consider than IT skills, which are easily trainable **(A,D)**. Offering to help your colleague to improve her IT skills outside of working hours is proactive, but results in you having to give up your spare time which is not conducive to a good work life balance. In addition, the resulting fatigue from working even longer hours may further impact on your performance at work **(B)**. Asking for longer appointment times would be inappropriate as ultimately, this would reduce the number of patients that you are able to attend to. This could also result in additional patients being allocated to your colleagues, thereby increasing their workload, or impact on the perceived quality of your dental practice in that dentists are not able to see as many patients as previously **(G)**. Informing your colleague that you will report her to the practice manager if she does not improve her IT skills is confrontational and does not engender effective and supportive team working **(H)**.

A	B	C	D	E	F	G	H
0	0	4	0	4	4	0	0