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"The Profession of Dentistry:" The University of Kentucky's Curriculum in Professional Ethics

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Among the most important learning that occurs in our nation's colleges of dentistry is learning to be a professional. While knowledge, perceptual-motor skills, and problem-solving abilities are basic to becoming a dentist, helping aspiring colleagues to apply their newly developing skills with integrity must be a fundamental concern. Dentistry is a profession because of its commitment to serving the public in gaining the benefits of oral health. The caring behavior of previous generations of dentists must be sustained, each new generation of dentists must understand the nature of the profession and the ethical obligations of becoming a member of the dental profession.

The professional ethics curriculum at the University of Kentucky, entitled "The Profession of Dentistry," extends through all four years of the Doctor of Dental Medicine (DMD) program. Each year for four years, students participate in sixteen hours of classroom interaction and learning focused on ethics in the context of the dental profession. The College's dean is the course director and an active participant in each course. The dean's role is both substantive and symbolic - substantive in providing an integrating perspective and symbolically expressing the value, importance, and relevance of ethics to the dental profession. While classroom instruction and learning are fundamental to a professional ethics curriculum, there must also be a laboratory for learning, in this case, participating in the ethical life of the college community. This experiential learning of professional ethics by...
The Profession of Dentistry I — First-Year Course

- Ethics and Lie, as a Dentist: How should we lie... and, as dentists, should we lie differently than others?
- The Terrain of Ethics: What ethics is all about?
- Ethics of Attraction: What goals should set for my life?
- Psychology of Ethics: How should I pursue my life goals?
- Living in Society: How can humans live in a society everywhere they pursuing their personal best interests or goals?
- The Ethics of Obligation: How should I believe to promote a cooperative society and to not harm other human, can possibly contribute to with society.
- The Concept of Profession: What does it mean to be a member of a profession... to be a professional?
- The Ethics of Profession: As a dentist, should I be differentially the ordinary person, and if so, how and why?

Purpose of the Curriculum

Professional education in dentistry seeks to educate good dentists — dentists equipped and committed to helping their patients and society gain oral health. In achieving this, university, dental education acknowledges that the complex issues of life and the workplace make the most important skills of dentistry must be applied to the individual practitioner. Graduating knowledge, skills, and abilities necessary for personal and professional development of aspiring dentists into professionally and personally responsible human beings.

Some argue that the moral conscience is developed early in life and that students are more notably variant upon maturation, instruction, and ethics is faith. Early moral education is an important determinant of one's commitment to the moral life. Moral view is the making of right and good choices. Through repeated behaviors in our formative years, habits of action are developed, some supportive of living a moral life, others potentially not. Intense reflection, with disciplined sublimation of alternative behaviors, is necessary to look back habits and replace them with good ones.

Education is a reflective experience that leads to behavioral change. To suggest that education cannot change behavior, including behavior with moral connotations, it is to adopt an anachronistic skepticism about education. No shade the values of student dentists vary, with finding it easier to do the good and right thing once an appropriate course of action is determined.

To develop skills of ethical analysis, the cognitive tools of ethics are required to critically and reflectively consider alternative courses of action with the potential for good or evil consequences. Ethics in the science of the moral. Analytical skills must be developed in using the concepts, principles, and rules of ethics. Problem-solving abilities in ethics have practical value. Choices in life have consequences for the individual making choices and those affected by their choices. Critical thinking in ethics assists student dentists in human beings and as individuals, and their interactions between good and evil, and, therefore, right and wrong behavior.

To foster pursuit of knowledge and living of virtue. Although precise and specific, ethics does not necessarily entail that only one action is moral. Choices sometimes must be made between conflicting goods, and at other times, choices must be made among alternatives all with potentially negative consequences. Equally virtuous people may disagree on courses of action. However, each case must be taken to ensure that the grounds for disagreement among them are reasonable and logical. Dentists, as all humans, must learn to tolerate other's views to the present we view could with human rationality. A curriculum is to study student dentists to acknowledge that much of human life is ambiguous and to learn to tolerate ambiguity. To tolerate ambiguity one acknowledges there are many dimensions of existence in which no clear course of action is ideal or conclusive.

To assist student dentists in explicating the moral responsibilities in living a moral life, and with society and friends.

Goals of the Curriculum

The aims of the curriculum is the fulfillment of the following:

- To enable student dentists to handle moral dilemmas of life and professional practice.
- To assist student dentists in understanding the human being lives in a complex set of relationships, with consequences for good and evil.
- To cultivate a moral perspective. Dentists, the basis of philosophy that reflects on the good.
- Ethics as a discipline is concerned with goodness and badness, rightness and wrongness, virtue and vice, approval and disapproval, ethics, and with individuals, and its values include moral propositions; its values are concerned with goodness and badness, rightness and wrongness, virtue and vice, approval and disapproval.
- Judgment of value and judgments of character.
- The profession of dentistry as a life's eating, drinking.
- Ethics is the branch of philosophy that reflects on the good.
- Ethics as a discipline is concerned with goodness and badness, rightness and wrongness, virtue and vice, approval and disapproval. Dentists, the basis of philosophy that reflects on the good.
- Ethics as a discipline is concerned with goodness and badness, rightness and wrongness, virtue and vice, approval and disapproval.
- Judgment of value and judgments of character.
- The profession of dentistry as a life's eating, drinking, and disputation.
- Informed Consent: How do dentists interact with their patients for informed consent? Does it work?
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- The Ethical/Duty of Dentists: What specific duties do dentists have to protect patients in the clinical setting?
- Legal Rights of Dentists: What specific duties do dentists have to protect patients in the clinical setting?
- Legal Rights of Dentists: What specific duties do dentists have to protect patients in the clinical setting?
- Confidentiality: How does the dentist's obligation to respect the privacy of the patient end?
- Confidentiality: How does the dentist's obligation to respect the privacy of the patient end?
- To whom and not to whom? Is the issue of respect for the patient's privacy the patient's end? To whom and not to whom? Is the issue of respect for the patient's privacy the patient's end?
- The Responsibilities of Patients: What are the duties of patients to their doctors?
The Profession of Dentistry III — Third-Year Course

- Justice and Jurisprudence: How do society and dentistry interact for the good of the public and the profession?
- Relationships of the Profession and Society: What metaphor or model can we use to best understand the relationship of dentistry to society?
- Controversial Framework for Law: What is the role of law in American democracy?
- Contract Law and the Dentist-Patient Relationship: What commitments are made when entering into the dentist-patient relationship that are enforceable by law?
- Ethics in Clinical Dentistry: What “rights” do patients have when “wronged” by their dentists?
- Justice and Health Care Allocation: What is just in allocating health care?
- Appropriating Justice Between Dentistry and Society in Kentucky: What are Kentucky's laws governing the practice of dentistry?

Learning more than the extraordinary moral duties of being a dentist. The nature of the profession is carefully considered, delving on the literature of history and sociology. The examination of ethical conduct required in becoming a member of a learned profession, such as dentistry, is explored based on the social covenant professions have with the public.

Ethics in Clinical Dentistry. During the second year, student dentists grapple with the question, “How do dentists interact with their patients for the good of both?” In this course, future practitioners consider the unique duties of dentists and the public; failure to maintain confidentiality; as theft and lying are also addressed.

- Individuals learn moral values and moral behavior through experience.
- The question of why and when dentists might be required to act professionally rather than as professionals.
- The question of whether or not dentists have a personal commitment to the moral life of the college and to provide a vehicle for dentists and faculty in the moral life of the college.
- The question is asked, “How do dentists interact with their patients?”
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- The question is asked, “How do dentists interact with their patients?”

As a consequence, the college developed a Code of Professional Conduct and Academic Responsibility to engage student dentists and faculty in the moral life of the college and to provide a vehicle for professional self-regulation. Through understanding of and commitment to a balanced professional and academic commitment to the moral life of the college.

The university of Kentucky’s “Professional Conduct and Academic Responsibility” offers students a comprehensive introduction to the ethics of the profession of dentistry and affords graduates four years of experience in living the life of a self-governing, responsible professional person.

References

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Conclusion
The college's code with the professional ethics curriculum enables the College of Dentistry to integrate its expectations of students with the professional ethics curriculum.

The design and scope of the Code of Professional Conduct and Academic Responsibility are comprehensive and intended to address professional life and its associated responsibilities. Combining the college's code with the professional ethics curriculum enables the College of Dentistry to integrate its expectations for professional development with the larger medical center and university communities.

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