

The Specialist Advisory Committee  
for  
Special Care Dentistry

Training Programme  
in  
Special Care Dentistry

**2007**

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### ***Definition of Special Care Dentistry***

Special Care Dentistry is that branch of Dentistry, which provides preventive and treatment oral care services for people who are unable to accept routine dental care because of some physical, intellectual, medical, emotional, sensory, mental or social impairment, or a combination of these factors. Special Care Dentistry is concerned with the improvement of oral health of individuals and groups in society who fall within these categories. It requires a holistic approach that is specialist led in order to meet the complex requirements of people with impairments.

### ***The Aim of this Document***

The aim of this document is to describe the aims, learning objectives and assessment methods of the content of the recommended, three year, specialist training programme in Special Care Dentistry.

A separate document will provide guidelines for a three year training programme for specialist practice in the discipline of Special Care Dentistry, for programme directors, trainers and trainees.

### ***Training in Special Care Dentistry***

The provision of comprehensive oral care to meet the complex individual needs of people with impairments cuts across a number of dental specialties and requires additional specialist knowledge and skills. Further, it requires a community approach in the primary care setting as well as access to a range of treatment facilities in secondary care centres to ensure continuity of care in the best interests of the patients. The focus is on the provision of oral care rather than, in most cases, on specific dental procedures.

A structured programme of postgraduate education and training in Special Care Dentistry, developed and delivered through a specialty framework is designed to equip dentists with the appropriate knowledge, attitudes and skills to become a specialist in this field.

Entry to training in Special Care Dentistry would normally follow a period of general professional training. Additionally, possession of a relevant diploma of one of the Royal Colleges, or approved equivalent is usually required. This would be followed by a period of three years of specialist training that reflects the nature of Special Care Dentistry by taking place in a variety of primary care, hospital, and community settings.

Currently appropriate UK qualifications in Special Care Dentistry include:

- Diploma in Special Care Dentistry Royal College of Surgeons of England
- Membership in Special Care Dentistry Royal College of Surgeons of Edinburgh
- Master of Science Degree in Sedation and Special Care Dentistry King's College London Dental Institute

Master of Science Degree in Special Care Dentistry Eastman Dental Institute and Hospital

***The Specialist Advisory Committee in Special Care Dentistry (SAC)***

The role of the Specialist Advisory Committee in Special Care Dentistry is to develop curricula and educational standards; oversee the introduction of training programmes; determine the process of formative and summative assessment; and assure that the required training standards are met in the field of Special Care Dentistry, in order to fulfil the requirements of specialist training. The SAC is currently in shadow form.

***Membership of the Shadow Specialist Advisory Committee for Special Care Dentistry (SACSCD)***

The membership of Shadow SACSCD reflects the stakeholders who have a legitimate interest in developing postgraduate education and training of Special Care Dentistry through a specialty framework and, in particular, clinicians and academics already providing Special Care Dentistry. The recommended membership of Specialist Advisory Committees is in the order of six. In order to manage the workload of establishing a new Specialty, and in order to remain quorate, most members of SACSCD will have a deputy.

<b><i>Represented Body</i></b>	<b><i>Full member of SACSCD</i></b>	<b><i>Deputy member</i></b>
Royal Colleges of England, Edinburgh and Glasgow	Dr Roger Davies <i>Consultant in SCD associated with RCS Edinburgh</i>	Tbc
Academia	Dr Shelagh Thompson <i>Senior lecturer in conscious sedation and SCD</i>	Professor June Nunn <i>Professor of SCD</i>
NHS	Dr Vanita Brookes <i>Consultant in SCD</i>	Dr Navdeep Kumar <i>Consultant in SCD</i>
British Society for Disability and Oral Health	Dr Sue Greening <i>Past president BSDH</i>	Dr Selina Master <i>Past president BSDH</i>
British Society of Gerodontology	Dr Karen Gordon <i>BSG committee member</i>	Dr Mark Taylor <i>BSG committee member</i>
Joint Advisory Committee for Special Care Dentistry	Dr Janice Fiske (Chairperson) <i>JACSCD chairperson</i>	Dr Petrina Sweeney <i>JACSCD member</i>
Postgraduate Dean	Dr Helen Falcon <i>Oxford Postgraduate Dental Dean</i>	N/A
Trainees in SCD	To be appointed at a later date	

### ***The Specialist Training Programme in Special Care Dentistry***

Within the World Health Organisation's International Classification of Functioning, Disability and Health (ICF), people requiring Special Care Dentistry are those with a disability or activity restriction that directly or indirectly affects their oral health, within the personal and environmental context of the individual. The aim of this training is to build a knowledge and skills base in the specialty, which, in December 2005 was recognised by the General Dental Council. Special Care Dentistry takes a comprehensive, holistic approach, as outlined in the ICF definition above, to the care of patients, traditionally referred to as a group of people with 'special needs'. It is appropriate therefore that the training will draw on expertise across a wide variety of disciplines in health and social care.

The three year specialist training programme in Special Care Dentistry will include experience and study in the following key areas:

1. Biological sciences of relevance to Special Care Dentistry
2. Concepts of health, impairment, disability and function (ICF)
3. Conditions leading to impairment and disability
4. Behavioural science
5. Sociology of health, impairment and disability
6. The impact of impairment and disability on oral health, general health and quality of life
7. The impact of oral health on impairment/disability, general health and quality of life
8. Planning and management of health and related service delivery
9. Management and delivery of oral health care
10. Development of oral health care promotion programmes
11. Provision of appropriate dental care, based on the development of skills for history taking, examination, diagnosis, treatment planning and delivery of clinical dentistry
12. The use of behaviour management, local analgesia, conscious sedation and general anaesthesia
13. Links with other non-dental specialties, inter-professional and interdisciplinary working
14. Life support skills and management of medical emergencies
15. Legislation and ethics relevant to dental practice and, in particular, to Special Care Dentistry
16. Clinical governance and audit
17. Research

A substantial part of the theoretical aspects of the training programme will be delivered through attendance at a University based course, either through direct attendance or through participation in a distance learning course. In addition the trainee will occupy a training post that is structured to provide her/him with supervised experience in a variety of hospital and community settings.

Formal completion of training will be marked by satisfactory summative assessment and success in an Intercollegiate Exit Fellowship Examination.

### ***The aims of training in Special Care Dentistry***

The aims of the training are that:

1. The trainee should acquire the appropriate knowledge, skills, attitudes and judgement to meet the oral health needs of individuals and groups in society who have a physical, sensory, intellectual, mental, medical, emotional or social impairment or disability. This will be done through structured training in preparation for a Specialist appointment.
2. It should stimulate a sense of professional interest and enquiry, encouraging the special care dentist to maintain competency and proficiency throughout her/his career by continuing professional education

*Structured training requires:*

1. Clear training aims and objectives
2. Planned training
3. Adequate and appropriate supervision of training
4. Clear entry criteria to the training programme
5. Critical evaluation of the progress made throughout training (RITA)
6. Remedial provision, as required, for trainees
7. Finite period of training
8. Time made available for individual study within the training programme
9. Accommodation of individual's needs
10. Supervisor's/trainers with appropriate training/ability

### ***Learning outcomes***

After successful completion of the training programme, the trainee will:

1. Be able to demonstrate an understanding of the basics of biological science in order that she/he can recognise normal and disordered growth and development and its implications for oral/dental care
2. Have the knowledge, understanding, attitudes and skills to provide appropriate care for people who have a physical, sensory, intellectual, mental, medical, emotional or social impairment or disability and be competent to undertake the diagnosis, treatment planning and treatment pertaining to their specialist care.
3. Be competent to plan and provide a high quality of oral care to people with disabilities and complex needs through a comprehensive understanding of disability issues.
4. Be able to take account of the individual's social, physical and cognitive circumstances to establish optimal oral care plans.
5. Have a comprehensive understanding of disability issues and the impact that they can have on oral health; as well as a comprehensive understanding of the impact that oral health can have on the lives of people with disabilities and complex needs.

6. Have developed skills in the management and delivery of oral health care, and the development of oral health promotion programmes for a range of special groups of people so that she/he is competent in the design, implementation and completion of preventive oral health care programmes for people who have a physical, sensory, intellectual, mental, medical, emotional or social impairment or disability.
7. Have a thorough understanding of behavioural sciences relating to people who have a physical, sensory, intellectual, mental, medical, emotional or social impairment or disability.
8. Be experienced in behaviour management techniques required to provide oral care for people who have a physical, sensory, intellectual, mental, medical, emotional or social impairment or disability (including the appropriate use of local anaesthesia, conscious sedation and general anaesthesia) and be able to provide comprehensive oral care using the most appropriate treatment modality
9. Have the ability to confer with, and refer to, other oral health care professionals and to communicate findings and treatment proposals to individuals, carers and other professionals.
10. Be able to collaborate in multi-professional teams for the management of people with disabilities
11. Be able to diagnose, and initiate emergency treatment of, commonly occurring medical emergencies.
12. Be trained in appropriate scientific methodology and research techniques and have prepared articles suitable for publication
13. Have developed teaching and communication skills
14. Be competent to take the lead in, implement and carry out clinical audit and other aspects of clinical governance
15. Understand the legal and ethical framework within which dentists practice and, particularly, those issues pertinent to Special Care Dentistry.

# Programme Aims, Learning Outcomes and Assessment Methods

## Module I

### Biological Sciences of Relevance to Special Care Dentistry

**Aim:** To provide an understanding of the basics of the components of biological science set out below in order that the trainee can recognise normal and disordered growth and development and its implications for oral/dental care related to Special Care Dentistry; and that the trainee understands the aetiology, pathology and sequelae of dental and systemic disease.

#### Learning outcomes:

##### 1. Cell Biology

The trainee will have knowledge of the basics of:

- ⇒ Anatomy and biology of the cell
- ⇒ Protein function
- ⇒ Basic genetic mechanisms, including those essential to the understanding of craniofacial malformations and syndromes
- ⇒ Intercellular communication and cell signalling
- ⇒ Normal development and ageing
- ⇒ Disorders of development, including those essential to the understanding of craniofacial malformations and syndromes.

##### 2. Microbiology

The trainee will have a good knowledge and understanding of the following areas:

- ⇒ Principles and practice of infection control in the dental clinic
- ⇒ Disinfection, decontamination, and sterilisation principles and practice
- ⇒ Infection control regulations guidelines and best practice, including national and international guidelines, recommendations and legislation that impact on infection control in relation to dental practice
- ⇒ Preparation of biological specimens and samples for transfer to diagnostic laboratories, legislation and guidelines
- ⇒ Blood-borne viral diseases: HIV and AIDS, Hepatitis viruses
- ⇒ Vaccination Prions
- ⇒ Dental management and treatment of patients infected with, or at risk of a Transmissible Spongiform Encephalopathy, including disinfection and handling of instruments post-treatment
- ⇒ Emerging infectious diseases

- ⇒ Oral Candidiasis in healthy and immunocompromised hosts
- ⇒ Antifungal and anti-HIV virus drug therapy.

### **3. Growth and Development**

The trainee will have knowledge and understanding of up to date information of:

- ⇒ Prenatal development
- ⇒ Postnatal, adolescent and adult growth
- ⇒ Genetic and environmental influences on growth and development
- ⇒ Embryology of the head, face and oral cavity
- ⇒ General growth principles related to craniofacial anatomy.
- ⇒ Growth and development of the cranial base and basic components of the jaws
- ⇒ Growth curves and growth velocities related to the growth of the jaws
- ⇒ Abnormal growth patterns related to craniofacial anomalies and syndromes
- ⇒ Development of the primary and permanent dentitions
- ⇒ Eruption of teeth
- ⇒ Dimensional changes of the dental arches and the occlusion from birth to adulthood
- ⇒ Applied principles of craniofacial growth as related to diagnosis and treatment planning.

### **4. Biological Basis of Dental Disease**

#### **4.a. Occlusion and Function of the Masticatory System.**

The trainee will have a knowledge and understanding of:

- ⇒ The structure and function of the normal dentition
- ⇒ The static and dynamic factors of dental occlusion
- ⇒ Mandibular positions and movement of relevance in clinical dentistry
- ⇒ Chronic dysfunctions of the mandibular musculature and the craniomandibular articulation and their relevance for clinical dentistry
- ⇒ The principles of managing dental occlusions, functions and dysfunctions.

#### **4.b. Periodontal Disease: Aetiology, Pathology & Sequelae**

The trainee will be able to describe:

- ⇒ The pathogenesis of periodontal disease
- ⇒ Microbial challenge
- ⇒ Host response
- ⇒ Risk factors
- ⇒ Classification of periodontal disease.

#### **4.c. Dental Caries: Aetiology, Pathology & Sequelae**

The trainee will have a knowledge and understanding of:

- ⇒ The multifactorial nature of dental caries
- ⇒ Appropriate diagnostic tools, including their benefits & limitations
- ⇒ The effects of fluorides, used systemically and topically

- ⇒ The appropriate staging of operative intervention and the method and materials employed in its management
- ⇒ The protective effects of saliva
- ⇒ The management of a people with xerostomia

The trainee will have the ability to integrate knowledge

- ⇒ to develop individual patient & community preventive protocols.

#### **4.d. Pulpal Condition: Aetiology, Pathology & Sequelae**

The trainee will have an understanding of:

- ⇒ The development of the root apex
- ⇒ The biological basis of success and failure of endodontic therapy.

#### **4.e. Oral Implantology and Bone Biology**

**Aim:** To provide the trainee with an overview of the clinical science of oral implantology, including biological basis, diagnostic techniques, and clinical methods.

##### **Learning outcomes:**

The trainee will have an understanding of:

- ⇒ The scope of the use of dental implants in dental practice
- ⇒ The biological basis for bone and soft tissue integration with, and host tissue responses to, the implant
- ⇒ The scientific criteria for evaluating different implant systems and treatment outcomes
- ⇒ Bone and soft tissue augmentation techniques.

### **5. Biomedical Sciences - oral physiology**

The trainee will have knowledge and understanding of:

- ⇒ The role of saliva in maintaining oral health
- ⇒ The mechanisms involved in salivary secretion
- ⇒ The main structural features of the masticatory system
- ⇒ The main neurophysiological features of the masticatory system function
- ⇒ The main neurophysiological features of swallowing and speech
- ⇒ The structure and dynamic properties of taste buds and olfactory neurons
- ⇒ Clinical considerations regarding taste and smell.

### **6. Oral and Related Systemic Diseases**

#### **6.a. General Pathology**

The trainee will have up to date knowledge of the following topics:

- ⇒ Inflammation
- ⇒ Healing
- ⇒ Sublethal adaptive mechanisms
- ⇒ Neoplasia.

#### **6.b. Oral Medicine**

The trainee will have the knowledge and ability to:

- ⇒ Describe the features, diagnosis and management of common disorders of the oral mucous membranes, with special reference to:
  - Ulceration, particularly aphthous stomatitis
  - Lichen planus and related mucosal disorders
  - Premalignant oral states and conditions
  - Oral malignancies
  - Burning mouth syndrome.

### **6.c. Pharmacology and Therapeutics**

The trainee will have knowledge of:

- ⇒ the indications, modes, administration, actions, metabolism, side effects, drug interactions and precautions of commonly used groups of drugs, including:
  - Local anaesthetics
  - Tranquillisers/sedatives/hypnotics
  - Non narcotic analgesics/anti-inflammatory/antiarthritic agents for dentine hypersensitivity
  - Narcotic analgesics and their antagonists
  - General anaesthetics and skeletal muscle relaxants
  - Coagulants and anticoagulants
  - Antibiotics
  - Antifungal agents
  - Adrenocorticoids
  - Emergency drugs used in dental practice
  - Drugs for oral complications resulting from systemic drug usage and cancer radiotherapy.

The trainee will be able to describe the use of these drugs in:

- ⇒ Older people
- ⇒ People with systemic disease
- ⇒ Pregnancy.

### **6.d. Human Systemic Disease**

The trainee will have the knowledge and understanding to enable her/him to:

- ⇒ Assess, treatment plan and execute dental treatment in the context of the overall health of the patient
- ⇒ Explain the significance of a patient's dental symptoms, previous dental experience and attitudes towards dentistry and oral health.
- ⇒ Elicit and explain the significance of a patient's past and present medical history, social history and family history.
- ⇒ Elicit and explain the significance of extra-oral signs of systemic disease which affect dental treatment.
- ⇒ Elicit and explain the significance of intra-oral signs which are a manifestation of systemic disease.

**Assessment**

The assessment of this module will be by means of a specific written examination and/or viva, or part of a written question and/or viva that examines the scientific and biological basis of a clinical scenario. The trainee should be able to recall and show an understanding of factual knowledge and its application/relevance to Special Care Dentistry.

## Module II

### Concepts of Impairment, Disability, Functioning and Health

**Aim:** To enable the trainee to gain the knowledge and develop the skills necessary to be able to manage and provide inclusion-based services in partnership with people with disabilities and their families, taking account of the individual's social, physical and cognitive functioning to establish optimal oral care plans.

#### Learning outcomes:

The trainee will be able to demonstrate:

- ⇒ An awareness and knowledge of issues relating to impairment, disability and health
- ⇒ An ethos and approach to disability that moves beyond the confines of the programme into the trainee's personal and working life
- ⇒ Positive attitudes to disabled people.

#### 1. Definitions, Models and Philosophies

The trainee will have a knowledge of:

- ⇒ The models and philosophies that shape the way services for people with disabilities have evolved and act including:
  - Definitions of impairment and disability
  - Theories of health
  - Changing concepts of health and disability
  - Professional / lay concepts of health and disability
  - Changing philosophies of health care, including normalization and advocacy
  - Diversity and inequalities in health, health service access and health service use.

The trainee will be able to:

- ⇒ Critically assess the service in which they work with regard to the philosophies and models that operate there
- ⇒ Use this insight to take part in the development of their services to better support the individuals served by them.

#### 2. Barriers to Inclusion

The trainee will have an understanding of:

- ⇒ the individual, social and environmental factors related to the inclusion in society of individuals with disabilities including:
  - Attitudes and values, including labelling, stigma and prejudice
  - Communication issues
  - Dealing with challenging behaviour
  - The impact of the built environment

- The impact of attitudinal factors
- Cost – physical, emotional, financial, etc..

The trainee will have the knowledge and skills to be able to:

- ⇒ Identify and differentiate physical, structural and attitudinal barriers to people with disabilities
- ⇒ Develop strategies to combat such barriers within the groups with whom they work
- ⇒ Produce an intervention programme to address barriers in their workplace environment.

### **3. Assistive Technology**

The trainee will have the knowledge of:

- ⇒ A range of low, medium and high level technologies that enrich the lives of people with disabilities:
  - relating to movement for people who are mobility impaired
  - which promote back-to-work and re-employment strategies
  - that aid memory and reasoning
  - that make abstract concepts concrete.

The trainee will be able to indicate:

- ⇒ How these can be mobilised in their particular workplace or sphere of operation.

### **4. Working with Brain Injury**

The trainee will have an understanding of:

- ⇒ The basic anatomy and physiology of the central nervous system
- ⇒ The range of cognitive, behavioural, and emotional consequences of brain injury
- ⇒ The principles of cognitive rehabilitation.

The trainee will have the ability to work with members of the neurological care team to:

- ⇒ Provide appropriate oral health preventive advice and dental treatment
- ⇒ Manage bite reflexes.

### **Assessment**

The assessment of this module will be by means of multiple choice questions, a specific written examination and/or viva that examines the knowledge of issues relating to impairment and disability. Additionally, the assessment should include at least one formal case presentation with a social dimension to highlight the skills of inter-professional working and integration of care pathways.

## Module III

### Behavioural Sciences

**Aim:** To provide knowledge and understanding of the principles of human behaviour as they apply to the practice of dentistry; information on the clinical management, differential diagnosis and patho-physiological mechanisms of orofacial pain; and a basic understanding of economic principles and how they can be applied to health and health care.

#### Learning outcomes:

##### 1. Psychology

The trainee will have knowledge and understanding of:

- ⇒ Principles of behavioural psychology
  - Models of health belief
  - Locus of control/self efficacy
  - Theories of behaviour
  - Principles of behaviour change, adherence behaviour, compliance and deviance
  - Principles of learning theory as they relate to medical/dental practice
- ⇒ Health beliefs and coping styles
  - Aetiology of stress, anxiety and phobia
  - Measurement of anxiety
  - Management of dental stress, anxiety and phobia
  - Impact of dental anxiety on oral health
- ⇒ Psychiatry and somatic complaints
- ⇒ Orofacial manifestations of psychiatric disease
- ⇒ Emotional experience of disability
  - Self perception and public perception
  - Disabled people and professional practice
  - Loss and bereavement
  - Emotional effects of tooth loss
- ⇒ Occupational Health
  - Dentists as a vulnerable group of health care practitioners
  - Alcohol and substance abuse
  - Occupational stress and its management.

The trainee will demonstrate knowledge of:

- ⇒ Communication in the health care setting
  - The nature of communication – language, listening, non-verbal communication
  - Doctor-patient communication
  - Breaking bad news

- Communication with specific groups of people e.g. people who have a learning disability, hearing impairment, visual impairment, cognitive or expressive impairment due to a stroke, etc
- Negotiation skills
- Networking/liaison skills
- ⇒ Control and vulnerability
  - Such as wheelchair use, visual impairment, etc.

The trainee will be familiar with and competent to use:

- ⇒ The resources available to obtain information about people with disability, their carers and specific conditions that result in disability

## **2. Pain**

The trainee will have knowledge and understanding of:

- ⇒ The development of pain science, current terminology and the role of pain management in dentistry.
- ⇒ Mechanisms of neuropathic, neurovascular and musculoskeletal pain in the orofacial region
- ⇒ Clinical assessment procedures including history taking, physical examination and special tests.
- ⇒ Interventional and non-interventional methods of chronic pain management.

## **3. Health Economics**

The trainee will have an understanding of:

- ⇒ Key aspects of the market for health and health care
- ⇒ The approaches to financing health services
- ⇒ Different mechanisms for financing health care and their likely impact on the efficiency of health services and access to care.

## **Assessment**

Assessment of this module will be by means of a written question and/or viva. Additionally, it will be by submission of a log book or diary that demonstrates: the trainee's experience of managing individuals with dental anxiety/phobia, acute and chronic pain, and/or special communication requirements.

## Module IV

### Impairment, Disability and Oral Health

**Aim:** To enable the trainee to provide high quality oral care for people with disabilities and complex needs, through a comprehensive understanding of disability issues in relation to the impact that they can have on oral health. The trainee should also demonstrate a comprehensive understanding of the impact that oral health and treatment outcomes can have on the lives of people with disability.

#### Learning outcomes:

##### 1. Conditions Leading to Impairment and Disability

The trainee will have knowledge of:

- ⇒ Medically compromising conditions
- ⇒ Learning impairment
- ⇒ Mental health problems including emotional and phobic states
- ⇒ Physical impairment
- ⇒ Sensory impairment
- ⇒ Social disability.

##### 2. Oral Health in Disability

The trainee will have knowledge and understanding of:

- ⇒ The basic principles of epidemiology
- ⇒ Epidemiology of disability – by condition and age group
- ⇒ Epidemiology of oral diseases from national and international oral/dental health surveys
- ⇒ The relationship of the results of epidemiological studies to public health practice and policy development
- ⇒ Different manifestations of impairments for medically, intellectually, mentally, physically and sensorily compromised people
- ⇒ Day to day implications of impairment and consequent disability.
- ⇒ Oral and dental manifestations and treatment of specific conditions such as malocclusion in cerebral palsy, periodontal disease in Down syndrome, hypodontia in ectodermal dysplasia, end of life mouth care
- ⇒ Relationship between disability and oral health
- ⇒ Access to services
- ⇒ Quality of life as affected by:
  - Self-esteem, appearance, social acceptability and, relationships
  - Diet, nutrition and alternative feeding routes
  - Comfort / pain,
  - Provision of mouth-held devices
- ⇒ Disability and preventive dentistry, including:
  - Education

- Communication
- home versus surgery delivered care
- role of carers
- modifications required to techniques and materials
- pharmacological approach
- role of fluoridation.

### **ASSESSMENT**

The assessment of this module will be by means of a specific written examination and/or viva, or a written question and/or viva that examines the knowledge and ability of the trainee related to conditions leading to impairment and disability, the impact that disability can have on oral care, and the impact that oral disease can have on quality of life for the person with a disability or complex medical needs.

## **Module V**

### **Oral Health Care and Oral Health Promotion for Special Groups**

**Aim:** To enable the trainee to develop skills in the management and delivery of oral health care, and the development of oral health promotion programmes for a range of groups of people with impairment, disability and complex additional needs.

#### **Learning outcomes:**

##### **1. Developing Services**

The trainee will have knowledge of and skills in the development of services for people with:

- ⇒ Learning disability
- ⇒ Physical impairment
- ⇒ Complex medical conditions, including those undergoing chemotherapy, radiotherapy, immunotherapy and organ transplant
- ⇒ Progressive neurological conditions
- ⇒ Mental illness
- ⇒ A history of substance misuse

The trainee will have knowledge of and skills in the development of services for people who are:

- ⇒ In long stay community, residential, nursing and day care units, or housebound
- ⇒ In secure units
- ⇒ In special education units
- ⇒ Homeless
- ⇒ Travellers
- ⇒ In ethnic and refugee groups who are socially excluded
- ⇒ In special educational establishments.

##### **2. Management of Service Delivery**

The trainee will have knowledge of:

- ⇒ Planning, delivery and evaluation of oral care services for people with impairment and disability in community and hospital settings
- ⇒ Management techniques in the health care system with emphasis on people and resources
- ⇒ Leadership, influencing and negotiating skills
- ⇒ Working in teams and groups
- ⇒ Information management and communication technology
- ⇒ Understanding and use of epidemiological data.

##### **3. Management of Care for Special Groups**

The trainee will be competent in the management of care for people:

- ⇒ With learning disability
- ⇒ With physical impairment
- ⇒ With complex medical conditions, including those undergoing chemotherapy, radiotherapy, immunotherapy and organ transplant
- ⇒ With progressive neurological conditions
- ⇒ With mental illness
- ⇒ With a history of substance misuse
- ⇒ Who require domiciliary care.

The trainee will, at the very least, have an understanding of the provision care for people who are:

- ⇒ In secure units
- ⇒ In special education units
- ⇒ Homeless
- ⇒ Travellers
- ⇒ In ethnic and refugee groups who are socially excluded
- ⇒ In special educational establishments.

#### **4. Inter-Professional Working**

The trainee will demonstrate knowledge of and skills in:

- ⇒ The organisational structure and role of the health service and other statutory and voluntary organisations
- ⇒ Roles of Dental Care Professionals.

The trainee will demonstrate knowledge of:

- ⇒ Cross-sectoral and inter-agency working
- ⇒ Caring and advocacy
- ⇒ The role of primary health care teams and the dental and medical specialties
- ⇒ Joint care planning approach
- ⇒ Community networks and alliances
- ⇒ Collaboration with other specialists
- ⇒ Working within the dental team.

The trainee will demonstrate skills in:

- ⇒ Cross-sectoral and inter-agency working
- ⇒ Joint care planning approach
- ⇒ Community networks and alliances
- ⇒ Collaboration with other specialists
- ⇒ Working within the dental team.

#### **5. Oral Health Promotion**

The trainee will have knowledge of:

- ⇒ Theories of health promotion

⇒ Planning population based oral health promotion policies.

**Assessment**

The assessment of this module will be by the demonstration of the development of skills through the production of log books, written examination questions, and/or viva voce examination.

## Module VI

### Oral Health Care Planning for the Individual

**Aim:** The aim of this module is to ensure that the trainee is competent to provide appropriate care for a person with an impairment or disability, using adjuncts as appropriate. In addition, it aims for the trainee to be competent to design and deliver appropriate, individual oral health care plans to prevent/minimise the effects of oral disease.

#### Learning outcomes:

##### 1. Assessment, Diagnosis, Treatment Planning and Prevention

The trainee will be competent in:

- ⇒ Identification of the person who requires special oral health care
- ⇒ History taking, examination, diagnosis and treatment planning for the individual
- ⇒ Obtaining information from the individual, carer and wider circle of social and health care professionals in relation to the individual's care needs
- ⇒ Methods of assessment of the needs and priorities of individuals in order to promote positive oral health gain
- ⇒ Recognition of the impact of disability on oral health care planning for the individual
- ⇒ Organisation and delivery of appropriate treatment services in the relevant care setting for the individual
- ⇒ Co-ordination of an inter-professional team in the delivery of optimal care for individuals
- ⇒ Demonstration of the management and clinical skills necessary to provide preventive and treatment services for individuals
- ⇒ Developing preventive healthcare programmes for such patients in a variety of care settings
- ⇒ The design, implementation and monitoring of individual oral health care plans.

##### 2 Behaviour Management, Pharmacology and Therapeutics

The trainee will be competent in:

- ⇒ Recognising the management requirements of the individual
- ⇒ Relevant pharmacological and therapeutic adjuncts required in pain, anxiety and disease management
- ⇒ Selecting the most appropriate adjunct to treatment, based on the patient assessment
- ⇒ Skills required to manage pain and anxiety in a variety of clinical settings through:
  - Behaviour management
  - Local anaesthesia

- Conscious sedation including transmucosal, oral, inhalational and intravenous techniques
- General anaesthesia including day-case and in-patient care.

The trainee will have, at the very least, knowledge of:

⇒ Additional therapies that can be used to manage pain and anxiety, such as:

- Hypnosis
- Acupuncture

### **Assessment**

Assessment of this module will be by means of a written question and/or viva. Additionally, it will be by submission of a log book or diary that demonstrates: the trainee's experience of providing individual preventive packages to a wide range of patients with disabilities in different care settings. The trainee's skills in treatment planning and delivery of oral care successfully to a range of patients must be ratified by their trainer(s).

## **Module VII**

### **Clinical Special Care Dentistry**

**Aims:** To enable the trainee to develop the skills to carry out a high standard of clinical dentistry; to confer about treatment options; to know when to refer the individual for advice and/or treatment from other dentally based specialties and other oral health care professionals; and to communicate findings and treatment proposals to individuals (where possible), carers and other professionals.

#### **Learning outcomes:**

##### **1. Restorative Dentistry**

The trainee will be competent in:

- ⇒ Management and treatment of individual teeth using intra- and extra-coronal restorations
- ⇒ Recognition and maintenance of key teeth to facilitate long-term care
- ⇒ Restorative techniques for the management of broken down, fractured and missing teeth
- ⇒ Diagnosis, prevention and simple restorative treatment of non-carious tooth surface loss e.g. abrasion, erosion and attrition
- ⇒ Diagnosis and non-surgical management of temporomandibular dysfunction.

The trainee will have knowledge of:

- ⇒ Materials relevant to clinical dentistry

##### **2. Periodontology**

The trainee will be competent in:

- ⇒ Recognising gingival and periodontal conditions
- ⇒ Appropriate planning and execution of non-complex treatment.

The trainee will have knowledge of:

- ⇒ Periodontal surgery
- ⇒ Implantology.

##### **3. Endodontics**

The trainee will be competent in:

- ⇒ Principles and practice of routine endodontic care.

The trainee should have knowledge of:

- ⇒ Principles and practice of surgical endodontics.

##### **4. Prosthodontics**

The trainee will be competent in:

- ⇒ Diagnosis, treatment planning and provision of removable prosthodontics
- ⇒ Diagnosis and provisional treatment planning of fixed prosthodontics, including implants

The trainee will have knowledge of:

- ⇒ Principles and practice of implant dentistry.
- ⇒ Maxillofacial prosthodontic management of developmental and acquired hard and soft tissue defects
- ⇒ Relevant laboratory procedures.

## **5. Orthodontics**

The trainee will have knowledge of:

- ⇒ Examination, diagnosis and treatment planning
- ⇒ Scope, design and use of orthodontic appliances
- ⇒ Oral surgery in relation to orthodontics
- ⇒ Management of developmental anomalies, including cleft lip and palate.

## **6. Oral Medicine and Oral Pathology**

The trainee will be competent in:

- ⇒ Diagnosis, treatment planning and management of oral care for people:
  - With common oral medical conditions
  - Undergoing chemotherapy, radiotherapy and immunotherapy
  - Undergoing organ transplant
- ⇒ Recognition of oral manifestations of systemic disease
- ⇒ Recognition and management of oral side effects of prescribed medication
- ⇒ Interpretation of haematological tests such as: full blood count and haematinics (Fe, Folate, B12, Sickle cell screening); clotting studies; urea and electrolytes; liver function tests; thyroid function tests.

## **7. Oral Surgery**

The trainee will be competent in:

- ⇒ The management of routine exodontias, including the raising of a flap and the removal of fractured teeth
- ⇒ Incisional and excisional biopsy of gingival and mucosal lesions

The trainee will have knowledge of:

- ⇒ The principles and practice of dento-alveolar surgery including:
  - Surgical treatment planning for patients with systemic disease
  - Minor oral surgery including surgical extraction of impacted teeth
  - Management of dento-alveolar trauma
- ⇒ Interpretation of electromechanical aids in diagnosis such as:
  - ECG ; blood pressure monitor; SO<sub>2</sub> Monitor
  - Blood sugar monitor; Coaguheck S monitor, Sickle Cell testing.

## **8. Management of Medical Emergencies**

The trainee will be competent to:

- ⇒ Diagnose emergencies and initiate treatment of medical emergencies that can occur during the provision of dental treatment in the dental surgery and in the domiciliary setting
- ⇒ Liaise with other healthcare professionals in the emergency management of all patients under their care.
- ⇒ Manage medical emergencies at basic and advanced levels, in the dental surgery\*
- ⇒ Cardio-pulmonary resuscitation\*.

The trainee will have knowledge of:

- ⇒ Use of emergency drugs

\*Training should be renewed on an annual basis.

### **Assessment**

Assessment of this module will be by training records, log diaries, presentation of completed cases, clinical examination and/or viva voce. It may also be by appraisal of the management of a simulated emergency situation, self-assessment, peer review and trainer appraisal. The trainee should keep records of the basic and advanced life support skills courses attended.

## **Module VIII**

### **Legislation, Ethics and Clinical Governance**

**Aim:** To develop an understanding of the legal and ethical frameworks within which the dental team practices and, particularly, of those issues pertinent to Special Care Dentistry. Additionally, an understanding of the importance of teaching, training, audit and other aspects of clinical governance commensurate with their role as lead clinicians will be developed.

#### **Learning outcomes:**

##### **1. Consent**

The trainee will be competent in:

- ⇒ Principles of duty of care and negligence
- ⇒ Principles of consent
- ⇒ Confidentiality and the professional relationship
- ⇒ Assessment of capacity to consent
- ⇒ Risk assessment
- ⇒ Rationale for appropriate use of physical/pharmacological intervention.

##### **2. Regulations**

The trainee will be competent in:

- ⇒ Health and safety regulations
- ⇒ Decontamination and infection control regulations
- ⇒ Moving and handling skills
- ⇒ Principles of confidentiality
- ⇒ Record keeping
- ⇒ Ethical aspects of practice and research
- ⇒ Ethics of physical and pharmacological intervention and restraint.

The trainee will have knowledge of:

- ⇒ Issues related to the ethics of impairment and disability such as genetic counselling and palliative care.

##### **3. Legislative framework**

The trainee will have contemporaneous knowledge of:

- ⇒ The role of the professional governing bodies
- ⇒ The role of Dental Care Professionals
- ⇒ Vicarious liability
- ⇒ Legislation, such as The Human Rights Act and The Disability Act.

##### **4. Abuse of Vulnerable People**

The trainee will have knowledge of:

- ⇒ Types of abuse

- ⇒ Signs and symptoms that suggest abuse is taking place
- ⇒ National and local guidance and protocols for the management of suspected abuse
- ⇒ Child Protection Act
- ⇒ Law reform commission's report on vulnerable adults.

The trainee will be competent to:

- ⇒ Take appropriate action in the event of suspected abuse.

### **5. Medico-legal Report Writing**

The trainee will be competent to:

- ⇒ Write clinical reports at the request of the legal profession in line with current good practice.

### **6. Teaching, Learning and Training**

The trainee will be competent in:

- ⇒ Personal development and self appraisal
- ⇒ Mentoring, supervision and appraisal skills
- ⇒ Presentation skills
- ⇒ ITC skills.

The trainee will have knowledge of:

- ⇒ Learning and educational theory
- ⇒ Organisation of dental education and educational providers
- ⇒ Organisation and planning of educational initiatives.

### **7. Clinical Governance**

The trainee will be competent in:

- ⇒ Clinical audit
- ⇒ Critical appraisal and evidence based dentistry
- ⇒ Development and implementation of clinical guidelines and policy documents.

The trainee should have knowledge of:

- ⇒ Principles of quality assurance and clinical governance
- ⇒ Principles of continuing professional development.

### **Assessment:**

The assessment of this module will be by means of a written question and/or viva related to the legal and ethical issues associated with impairment and disability. Additionally, the trainee may be expected to produce completed audit projects and a specimen legal report.

## **Module IX**

### **Research, Statistics and Scientific Writing**

**Aim:** To provide an understanding of the importance of research in relation to the principles and practices of undertaking research, generating the evidence base and applying the findings to everyday work.

#### **Learning outcomes:**

The trainee will be competent in:

- ⇒ Basic statistical reasoning and problem solving
- ⇒ Searching the literature
- ⇒ Applying for ethical approval
- ⇒ Designing research projects
- ⇒ Setting up databases
- ⇒ Analysis of research findings
- ⇒ Critical review of research publications;
- ⇒ Writing up case reports and research project(s) suitable for publication.

The trainee will have knowledge of:

- ⇒ The essential components for conducting ethical research
- ⇒ Research methodology
- ⇒ Biostatistics.

#### **Assessment:**

Assessment of this module will be by means of scrutiny of the trainee's log diary and a viva; and review of completed case reports and research proposal(s) written by the trainee.